SCHOOL LIFE

OFFICIAL JOURNAL OF THE ★ ★ ★ ★ ★ ★ ★ ★ ★

OFFICE OF EDUCATION

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January–February 1959

TRIBUTE TO TEACHERS

Translation of a greeting given in Washington, D.C., December 15, 1958, by A. I. Markushevich, head of a visiting team of Soviet educators

DEAR FRIENDS, here, in this hall, are gathered leading educators of the United States. Here, too, are representatives of the educators of the Soviet Union.

To me, as one who has spent over 30 years working in the cause of education and science, it seems that the teacher's profession is a difficult one, an extremely responsible one, but at the same time the noblest profession that a man may choose. For it is we—the teachers—who are responsible for the future of our countries before our own respective peoples and before humanity.

Is it not we in fact who bring up and teach our children; is it not to us that the influence over their feelings, their thoughts, and actions is entrusted?

We may be assured that the future citizens of the United States and the Soviet Union will be the people that we—the teachers—train them to be. They will have the feelings, the thoughts, which we put into their hearts and minds.

Therefore, let us devote ourselves to the end that the teachers of our countries may sacredly carry out their difficult and honorable duties. Let us so dedicate ourselves that we may instill in our charges from the most tender age only humane feelings and only noble thoughts.

We shall so give of ourselves that our children may learn to love and respect people of other countries and nations, regardless of differences in language, faith, convictions, and customs; that they may cherish peace as the greatest good on earth and know that any misunderstanding, any argument or conflict between people, can and should be solved peacefully.

It is to all this, dear friends, that I ask you to join together with me now.

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE . ARTHUR S. FLEMMING, *Secretary*
OFFICE OF EDUCATION . . . . . LAWRENCE G. DERTHICK, *Commissioner*

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Director
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Brief. . . . . EDUCATION AND GOVERNMENT Reports . . . . . .

To honor Mr. Lincoln

ONE way high school students can honor our 16th President during 1959—the Lincoln Sesquicentennial Year—is by taking part in the program sponsored by the Lincoln Sesquicentennial Committee for High School Observance, which invites them to submit to it not later than June 1 original works inspired by Lincoln. The Committee will accept any material that can be reproduced, but good photographs of fragile or unmovable objects should be sent rather than originals. The Committee's program is not a contest but is designed to give the student an educational experience centered on Lincoln. However, the entries it considers the best will appear in a 200-page book next fall under the title *Abraham Lincoln Through the Eyes of High School Youth.*

To stimulate interest in the program the Committee has sent to the Nation's 28,600 high school principals 2 copies of the Lincoln Sesquicentennial Commission's booklet *Lincoln Sesquicentennial 1809–1959, Handbook of Information,* and 3 copies of its own booklet *Programming the Lincoln Sesquicentennial in American High Schools.* The former furnishes background on the Commission and Lincoln and gives suggestions for observances. The latter is directed to the high school, giving suggestions on planning year-long events and information on its original works program.

Congress established the Lincoln Sesquicentennial Commission in 1957. Senator John Sherman Cooper of Kentucky is its chairman. The President of the United States, the President of the Senate, and the Speaker of the House are *ex officio* members. The Commission, in turn, requested the National Education Association to direct the observance in the Nation's high schools, which it is doing through the Lincoln Sesquencentennial Committee for High School Observance.

Americans all

GEOGRAPHY alone cannot unite the peoples of the Western Hemisphere, but understanding can. One force for understanding among the nations of North and South America is the Pan American Union, which will celebrate its 69th birthday April 14. As tribute to the friendship among the nations of the Americas, the 21 members of the Pan American Union, of which the USA is one, will join in annual Pan American Day and Pan American Week celebrations, April 14 and April 14–20, respectively.

As the secretariat of the Organization of American States, the Pan American Union acts as a center for exchange of information and for inter-American cooperation in many fields. The Organization of American States works for peace between nations, hemispheric defense, and social, economic, and cultural cooperation among its members.

President Eisenhower has issued a proclamation asking U.S. citizens to join with their neighbors in the other American republics in Pan American Day and Pan American Week celebrations. Schools, particularly, have a rich opportunity to celebrate the occasion with programs, projects, and studies. The Pan American Union, Washington 6, D.C., has prepared a free kit of materials on Pan American Day and Week to help in the planning of special observances.

Civil service

SOCIAL studies classes will find in the new U.S. Civil Service Commission publication, *Civil Service and The Citizen,* a source book on the Federal Government as an employer. The Commission prepared the 38-page booklet not only as a career-guidance and recruitment aid, but as an information piece for all citizens. It gives a history of the service, descriptions of the merit system and career opportunities, and an explanation of the function of Federal agencies in the citizen's daily life.

Before preparing the booklet the Commission asked the advice of the National Association of Secondary School Principals, the National Council for Social Studies, the American Personnel and Guidance Association, and the Office of Education. These agencies agreed that the role of civil service is neglected in many social studies textbooks and that students and teachers need more information on this phase of government.

As soon as *Civil Service and The Citizen* was issued, the Civil Service Commission sent out over 46,000 copies to administrators of secondary school systems. The publication is now for sale for 35 cents from the Superintendent of Documents, Government Printing Office, Washington 25, D.C.

Foreign seminar

TWENTY U.S. school administrators will complete a 7-week seminar on comparative education—the first of its kind—in France and the Netherlands March 24. Chosen by the Board of Foreign Scholarships from more than 500 applicants, the administrators have received Fulbright grants for travel and tuition. In making its selection the Board gave preference to applicants with graduate degrees in educational administration or supervision and to applicants with 5 years' experience as full-time administrators or supervisors.

The sponsors of the program—the International Educational Exchange Program, Department of State, and the Office of Education—are planning other such seminars abroad for school administrators. By June or July of this year plans for the next seminar should be ready. At that time, interested school administrators should write to the Educational Exchange and Training Branch, Office of Education, Washington 25, D.C., for information.

The 20 administrators at the first seminar are from 18 States, the District of Columbia, and Puerto Rico.

"Praise . . . your school"

AMERICAN Education Week 1959, November 8–14, will be the 39th annual salute to America education sponsored by the American Legion, the National Congress of Parents and Teachers, the National Education Association, and the Office of Education. In keeping with the goal of American Education Week—to pay tribute to the accomplishments of our schools and to seek ways of improving education—the sponsors this year have chosen as the general theme "Praise and appraise your school." To each day they have assigned a topic, this year focusing on the people who *make* the school.

Sunday—The child: What does education mean to him?
Monday—The parents: How can they work for better schools?
Tuesday—The teachers: What is a teacher?
Wednesday—The people next door: Who are they?
Thursday—The schoolboard member: What are his responsibilities?
Friday—The adult citizens: How can the schools serve them?
Saturday—The voter: How does he make decisions on edution?

Early announcement gives educators and laymen time to plan programs that will "praise and appraise" their schools and to enlist the help of all citizens toward making AEW 1959 a success and its effects lasting.

Thrift and peace

SCHOOL children of the USA save over $20 million a year through U.S. Savings Stamps programs in their schools. Teachers find the Savings Stamps program an aid to the teaching of thrift, finance, and civic responsibility. With the purchase of his first stamp the student becomes a member of the Lone Ranger Peace Patrol, which the U.S. Treasury sponsors. As a member of the Patrol he pledges to *learn*—because learning promotes understanding among people—and to *save*—because the purchase of Savings Stamps helps to keep America strong.

Though the student may buy Savings Stamps at a post office or bank, he receives the fullest benefit of his thrift when he saves through school programs designed to teach him to know the value of money, to set a financial goal, and to help defend his country through the regular purchase of Savings Stamps.

No school need be without a U.S. Treasury Savings Stamps program. The Treasury has developed aids—booklets, posters, and films for free use—for teachers and school authorities. For information about the program, write to your State Savings Bonds Director or to the Savings Bonds Division, U.S. Treasury Department, Washington 25, D.C.

Yardstick for programs

THE President's Committee on Scientists and Engineers, before its services ended last December, issued a brochure prepared for it by the American Association for the Advancement of Science to help high schools measure their science and mathematics programs. Titled *A Yardstick for Measuring Your Science and Mathematics Programs*, the brochure recommends programs and practices, such as homogeneous grouping of students in grades 7–12, but emphasizes there is no hard and fast answer to the question of what is an ideal program.

Copies of the brochure may be had by writing the Office of Civil and Defense Mobilization, Washington 25, D.C., which has taken over some of the functions of the Committee for the time being. Supply is limited.

For the exceptional child

LEADERS from 23 national organizations concerned with special groups of children—the blind, the gifted, the deaf, the crippled, and many others—came together in the Office of Education on January 27–28 under the chairmanship of Romaine P. Mackie, chief, Exceptional Children and Youth Section.

Although the organizations differ in many ways, even in some of their basic purposes, they all have an interest in education, and during the 2-day meeting their representatives concentrated on a common purpose: to find what they could do, working together, to build good educational programs for exceptional children.

FEDERAL RESPONSIBILITIES IN EDUCATION

In two messages to the first session of the Eighty-sixth Congress—the State-of-the-Union Message on January 19 and the Budget Message on January 29—the President points to urgent needs in education and among them names the need for a goal.

From the STATE-OF-THE-UNION MESSAGE

NEXT year we will be spending increased amounts on . . . Federal assistance to science and education. It is an additional outlay made necessary by the surging growth of America. . . .

As I said in the beginning, the basic question facing us today is more than mere survival—the military defense of national life and territory. It is the preservation of a way of life.

We must meet the world challenge and at the same time permit no stagnation in America.

Unless we progress, we regress.

We can successfully sustain security and remain true to our heritage of freedom if we clearly visualize the tasks ahead and set out to perform them with resolution and vigor. We must first define these tasks and then understand what we must do to perform them.

If progress is to be steady, we must have long-term guides extending far ahead, certainly 5, possibly even 10 years. They must reflect the knowledge that before the end of 5 years we will have a population of more than 190 million. They must be goals that stand high, and so inspire every citizen to climb always toward mounting levels of moral, intellectual, and material strength. Every advance toward them cannot do other than serve to stir pride in individual and national achievements.

To define these goals, I intend to mobilize help from every available source.

We need more than politically ordained national objectives if we are to challenge the best efforts of free men and women. A group of selfless, able and devoted individuals, outside of Government, could effectively participate in making the necessary appraisal of the potentials of our future.

The result would be the establishment of national goals that would not only spur us on to our finest efforts, but also would meet the stern test of practicality.

The Committee I plan will comprise educators and representatives of labor, management, finance, the professions, and every other kind of useful activity.

Such a study would update and supplement, in the light of continuous changes in our society and its economy, the monumental work of the Committee on Recent Social Trends which was appointed in 1931 by President Hoover. Its report has stood the test of time and has had a beneficial influence on national development.

The new Committee would be concerned, among other things, with the living standards of our people, their health and education, their better assurance of life and liberty, and their greater opportunities. It would also be concerned with methods to meet such goals and what levels of government—local, State, or Federal—might or should be particularly concerned.

As one example, consider our schools, operated under the authority of local communities and States. In their capacity and in their quality they conform to no recognizable standards. In some places facilities are ample, in others meager. Pay of teachers ranges between wide limits, from the adequate to the shameful. As would be expected, quality of teaching varies just as widely. But to our teachers we commit the most valuable possession of the Nation and of the family—our children.

We must have teachers of competence. To obtain and hold them we need standards. We need a national goal. Once established I am certain that public opinion would compel steady progress toward its accomplishment.

Such studies would be helpful, I believe, to government at all levels and to all individuals. The goals so established could help us see our current problems in perspective. They will spur progress. . . .

The image of America abroad is not improved when schoolchildren, through closing of some of our schools and through no fault of their own, are deprived of their opportunity for an education.

The government of a free people has no purpose more noble than to work for the maximum realization of equality of opportunity under law. That is the concept under which our founding papers were written. This is not the sole responsibility of any one branch of our Government. The judicial arm, which has the ultimate authority for interpreting the Constitution, has held that certain State laws and practices discriminate upon racial grounds and are unconstitutional. Whenever the supremacy of the Constitution of the United States is challenged, I shall continue to take every proper action necessary to uphold it.

From the Budget Message

IN the field of education, primarily in science and mathematics, this budget provides for increased expenditures by the National Science Foundation and the Department of Health, Education, and Welfare for programs initiated or enlarged in fiscal 1959.

The National Science Foundation programs are carried out through fellowships to individuals and grants to institutions of higher learning. They are chiefly directed toward providing encouragement and opportunity for capable students to undertake careers in science, improving courses of instruction in sciences, and providing advanced training for scientists and science teachers. For example, in 1960, 28,000 teachers—including one out of every 6 science and mathematics teachers in our high schools—will have the opportunity to attend institutes devoted to the improvement of teaching in these fields. Expenditures for the science education programs of the Foundation in the fiscal year 1960 are estimated at $60 million, an increase of $9 million above the 1959 level, and four times the expenditures in 1958.

The Department of Health, Education, and Welfare, under the National Defense Education Act of 1958, is initiating a program of repayable contributions to loan funds for college students and of grants-in-aid to States. The grants, which will run for 4 years, will help pay for the testing and counseling of high school students, the equipping of laboratories in the secondary schools, and related activities. The budget includes a supplemental appropriation for 1959 of $75 million to augment the $40 million already available in fiscal 1959 for the defense education program and provides $150 million in new obligational authority for fiscal year 1960 pending further experience with the program.

Schools in federally affected areas: Although education is primarily a responsibility of State and local governments, the Federal Government has an obligation to assist communities where large numbers of children of persons engaged in Federal activities impose an extraordinary burden on local school districts.

Programs to provide financial assistance to districts thus affected have been extended and liberalized several times since they were first started in 1959, despite the fact that they should be modified to assure greater and more equitable local responsibility. The Federal Government's responsibility is clear for those children whose parents both work and live on Federal property, and do not, therefore, pay local property taxes. On the other hand, it is only proper for the communities to bear the cost of educating children of those Federal personnel who, like all other residents, pay local taxes directly or indirectly for the support of public schools. In accordance with these principles, legislation will be recommended to place these aid programs on a more sound and equitable basis.

This budget includes appropriations of $181 million for these programs for the fiscal year 1960, the same amount as the appropriations provided by the Congress for fiscal 1959.

THE 1960 BUDGET and the OFFICE OF EDUCATION

THE PRESIDENT'S BUDGET for fiscal year 1960 would provide funds for something like 150 different educational programs administered by approximately a dozen Federal agencies. Listed here are the amounts asked for programs administered by the Office of Education, which, as part of the Department of Health, Education, and Welfare, is largely responsible for making the Department the second largest administrator, in terms of dollars, of Federal funds for education (the Veterans Administration is larger). The amounts asked are shown with the sums actually spent in 1958 and the sums estimated to be spent in 1959:

LAND-GRANT COLLEGES

1958 (actual)	**$5,051,000**
1959 (estimated)	**$5,051,000**
1960 (estimated)	**$5,051,000**

These funds are earmarked for resident instruction in the 68 land-grant colleges of the United States (other Federal funds for these colleges are reserved for research and extension teaching and are administered by the Department of Agriculture). Of the funds administered by the Office of Education, $2,550,000 is a continuing, or "permanent," appropriation; $2,501,500 requires an annual appropriation.

ESTIMATED BUDGET, NATIONAL DEFENSE EDUCATION ACT, FISCAL YEARS 1959 and 1960

(Does not include the expense to the Office of Education for administering the Act)

TITLE	1959			1960	
	Already appropriated	Proposed supplement	Total estimate	Total estimate	Increase over 1959
I. General provisions [1]	.....	.....	.....	.....	.....
II. Student loans	$6,000,000	$25,000,000	$31,000,000	$31,000,000	.....
III. Strengthening instruction	20,350,000	37,000,000	57,350,000	64,000,000	$6,650,000
IV. Fellowships	800,000	4,500,000	5,300,000	13,450,000	8,150,000
V. Guidance and testing	7,400,000	3,000,000	10,400,000	20,000,000	9,600,000
VI. Language development	800,000	4,200,000	5,000,000	10,050,000	5,050,000
VII. Communications media	500,000	1,000,000	1,500,000	3,000,000	1,500,000
VIII. Area vocational education	3,750,000	.....	3,750,000	7,000,000	3,250,000
IX. Science information	(2)	(2)	(2)	(2)	(2)
X. Statistical services	400,000	600,000	1,000,000	1,500,000	500,000

[1] Title I, which states policy and defines terms, provides for no funds.
[2] Funds for Title IX are not administered by the Office of Education but by the National Science Foundation.

VOCATIONAL EDUCATION

1958 (actual)..... $40,888,412
1959 (estimated)..... $40,888,412
1960 (estimated)..... $39,740,000

These funds are for vocational education of less-than-college grade in agriculture, home economics, trades and industry, distributive occupations, practical nursing, and commercial fisheries, and for the training of teachers in these fields. They do not include funds for "area vocational education programs," which provide the highly technical kind of training called for in the National Defense Education Act. The total asked for 1960 is something short of the 1959 figure but it is expected to be made up by funds not used in 1959, which, if made available, would give 1960 the same amount as 1959.

FEDERALLY AFFECTED AREAS

1958 (actual)..... $225,650,000
1959 (estimated).... $180,800,000
1960 (estimated).... $180,800,000

Although the budget asks no change for 1960 in what the Federal Government would spend to help certain school districts build and operate schools for the children of people connected with Federal activity, it does propose a change in the way the funds would be distributed. That is, it proposes to shift $12,300,000 from the building funds to the operating funds, resulting in $142,300,000 for operating and $38,500,000 for building.

LIBRARY SERVICES

1958 (actual)..... $5,000,000
1959 (estimated)..... $6,000,000
1960 (estimated)..... $5,150,000

These funds are authorized by the Library Services Act, passed in 1956 to bring public library services to rural areas. The budget proposes a cut of $850,000; actually, however, $850,000 of unobligated funds from 1959 will be carried into 1960, thus giving both years the same amounts.

NDEA

1959 (estimated).... $115,300,000
1960 (estimated).... $150,000,000

These funds are for the several programs under the National Defense Education Act, i.e., for those administered by the Office of Education (one is administered by the National Science Foundation). The budget asks for 30 percent more than the 1959 figure. Thus far for 1959 only $40 million has been appropriated, but the Office of Education has requested a supplemental appropriation of $75,300,000 to carry the Act to the end of the fiscal year. For the budget breakdown in both 1959 and 1960 see the table above.

TEACHING MENTALLY RETARDED CHILDREN

1959..... No funds appropriated
1960 (estimated)..... $1,000,000

This million dollars, if appropriated, will be the first money available under Public Law 85-296, passed last fall to help train teachers of mentally retarded children. The proposed funds would be spent (1) as grants to institutions of higher learning and to State educational agencies and (2) as traineeships for individuals—an average of two to each State.

THE OFFICE ITSELF

1958 (actual)..... $7,185,192
1959 (estimated)..... $9,853,000
1960 (estimated)..... $12,800,000

The increased budget for the Office of Education—29.9 percent above 1959—would strengthen the Office in several ways:

First, it would raise by $500,000 the funds for the Cooperative Educational Research Program. This program, now in its third year, has had these sums: $1,020,000 in 1957, $2,300,000 in 1958, and $2,700,000 in 1959. For 1960 the President asks $3,200,000.

The rest of the increase—$2,446,500—is mostly for administering the National Defense Education Act through its second year; and for such improvements as more statistics for planning. (The cost of administering NDEA through its first year is estimated at $1,300,000; the initial appropriation was $750,000, and a supplement of $550,000 has been asked for.) The number of Office positions budgeted for 1959 is 931; for 1960 it is 1,022.

THROUGH SOVIET EYES

This report is made without interpretation. No doubt each United States reader will have his moments of wishing that he could have an opportunity to answer in behalf of his country's goals and methods; but he can hardly escape either the spirit of good will with which the Soviet representatives spoke or the implicit argument that wherever men meet in that spirit they move closer to an understanding of each other.

THE WASHINGTON POST

Aleksei I. Markushevich, chairman of the team of Soviet educators

ON DECEMBER 12–13, just as they were bringing to a close their month's tour of USA schools, a team of 9 educators from the USSR stopped in Washington, D.C. In those 2 days they held a press conference, visited the National Education Association headquarters, and did a little sightseeing; but they put most of their time into sessions with Commissioner of Education Derthick and staff members of the Office of Education, which had sponsored the visit as the second half of an exchange that last spring sent 10 USA educators to the USSR.

Both at their press conference and in the daylong discussions in the Office of Education, the visitors told some of their impressions of American schools, although they emphasized that they had not yet had time to synthesize their impressions and crystallize their opinions, and that they would formally prepare a more thoughtful report when they had returned home. But they informally and frankly spoke of the similarities and dissimilarities they had noted between our educational effort and theirs, of the things they had liked and the things they hadn't. To the extent that space here permits, their comments are given as they were repeated by the interpreters; but many of the paragraphs here are "composites" of statements made by more than one person or of answers to several questions. Chairman Markushevich made the main report, but it was supplemented by brief talks from all the other members.

About the American system

Our impression of the American system of education is not something we can set forth in a few words. However, the American system does seem to us to be much more unified than it did at a distance. In its great scope and in its effect in raising the educational level of all the people, it shows itself to be based on goals akin to ours; for we, too, wish to make education available to everyone. And everywhere we have found two trends: First, a widespread public interest in education, and a general desire to raise the level of education; second, an increasingly critical point of view toward many educational practices that hitherto have been accepted as sound. Both of these trends seem to us to be positive factors because only through critical appraisal of our performance can we hope to improve.

About what they were shown

Quite naturally, our American colleagues have shown us what they think best—the schools and developments of which they're most proud. We've seen many admirable things—fine school buildings, equipment, and shops; dedicated teachers and enthusiastic children. In general, we've seen fine large schools, with 2,000 or 3,000 students apiece. But whenever we've asked to see something that may have been considered less than top bracket our American hosts have always been quick to gratify us. Yesterday, for instance, outside Milwaukee, we were taken to see a 1-room school—at our request. There we saw

one energetic young woman working with 30 children in all 8 grades. It was clearly a hard job, but she was clearly doing the best she could. Yes, we have 1-room schools in the Soviet Union, too, but never for more than the first 4 grades.

About practical training

We were impressed by the way in which some of your schools give students an opportunity to get a realistic combination of theory and practice. We noted it especially in home economics, automation, and hotel and restaurant management; and we found the training in the building trades especially reflective of the high level of education in the United States. The work experience programs you have for preparing technicians—we saw them in action at General Motors and Allis-Chalmers—impressed us a great deal.

In some cases, however, it seemed to us that practical training was really available only to those who were willing to stop studying and start working. In our own country we aim at combining practical education and study for everyone. We do it—and this point we want to stress—not only for practical results in our labor force but for what we consider sound educational reasons: it is part of our pedagogical faith that productive labor is part of education, that practical work contributes just as much to the education of a person as the theoretical training he gets in a classroom. The reforms we contemplate to make shortly in our own system are designed chiefly to accomplish a more rational combination of school instruction and practical work, and will in no way reduce the amount of academic education a student gets.

About TV

In our opinion TV has a great future in teaching, both directly and through extension; and here, in the United States, we have found many ideas for using it, as well as other media, as an educational tool.

About ability groupings

Segregation of children by ability is one of the distinctive features of the American schools. Of course we noted many interesting variations of it—in Chicago and San Angelo, for instance—but in one form or another it seems to prevail generally. This is one point on which our two countries definitely differ. In the Soviet Union, where we do not consider ability groupings significant, we mix the children in school just as they must mix with each other in life.

Then, of course, as a concommitant of ability grouping, you make much use of psychological tests—intelligence tests, aptitude tests, and achievement tests. We, however, don't use such tests at all; we tried them for 20 years and came to the conclusion that they do not measure adequately. We have other means of measuring ability; and because we don't go in for segregating by ability, our need to measure is not so great.

We evaluate our students by the work they do, the interests they show; we have a whole series of extracurricular institutions where students can develop their talents. For instance, we have training programs outside the school system and we have the technical stations—some for the budding chemists, some for the naturalists, and so on—where students can explore problems and set up projects; and from which they carry their work to a national exposition for display. We have also music and art clubs for children whose talents run in that direction.

About mathematics

I must say [*this is the chairman's statement: he is a mathematician and was the principal spokesman on the subject*] that in the classes I observed the teachers presented their subjects with skill and knowledge and the students were enthusiastic. But when I compared the tempo of instruction here with the tempo in the Soviet Union, it seemed as if I was watching a slow motion movie. Your usual training in mathematics seems to present students only with standard problems: if the problems are changed in any way, the students are lost.

In the elementary schools the pupils are hampered by an unnecessary

USSR Team

THE MEMBERS of the USSR team of educators were—

A. I. Markushevich (chairman of the team), first deputy minister of education, Russian Socialist Federated Soviet Republic.

S. K. Kartsev, director of training programs of the Labor Reserves of the USSR.

A. S. Makhov, scientific collaborator in the Academy of Pedagogical Sciences, RSFSR.

N. V. Mostovets, inspector of the Ministry of Education, RSFSR.

K. R. Rashidov, assistant minister of education, Uzbek Republic.

S. S. Sagindykov, member of the board of the Ministry of Education, Kazakh Republic.

S. G. Shapovalenko, corresponding member of the Academy of Pedagogical Sciences.

A. A. Smirnov, vice president of the Academy of Pedagogical Sciences and director of its Scientific Research Institute of Psychology.

D. N. Taptykov, chief of the Division of International Relations, Ministry of Education, RSFSR.

Their tour began in Washington on November 16 and continued to Princeton, Boston, Detroit, Dearborn, Ann Arbor, Lansing, Chicago, San Angelo, El Paso, San Francisco, Berkeley, Salt Lake City, Milwaukee, Mapleton (Wis.), Washington, and New York City. On December 18 they flew back to Moscow.

difficulty: They have to translate all measurements into the English system. In the Soviet Union, before the Revolution, we had the same problem, with three systems of weights and measures—the old Russian system, the English system, and the metric system. Believe me, it was a great relief to the children when they were relieved of the first two!

About science and math curriculums

One big difference between our two countries is that in the USSR we require all our students to take both science and mathematics for several years, whereas you permit them to choose how much if any.

In the United States chemistry is usually taught in the 11th grade, for 1 year; but in the Soviet Union it begins in the 7th grade and continues for 4 years. [*In the USSR, secondary education begins with the 5th grade and ends with the 10th, but Soviet children go to school 6 days a week.*] In the United States physics is taught only in the 11th or 12th grade; but in the Soviet Union it begins in the 6th grade and continues for 5 years. As for mathematics, all secondary school graduates complete a full course, including plane and solid geometry, more algebra than the algebra 1 and 2 given here, and trigonometry.

The freedom of your students to elect subjects results in your having many graduates who know nothing of science and mathematics. From data that's been given to us, only 10 percent know trigonometry and solid geometry, and a similarly small proportion know physics and chemistry.

The Soviet system proceeds from the position that a high knowledge of science and mathematics is an attribute of an educated person. I [*the chairman*] have a hard time conceiving of an educated person who doesn't know science and mathematics. I don't mean that he must necessarily put those subjects to practical use in his work. I'm talking about the ideological thinking, discipline, and intensive training that such subjects give.

About the American people

We have seen nothing of the iron curtain that is said by some unknown evil spirit to hang between our two countries. We remember the warm reception we have been given everywhere. We have come to feel that Americans are close relatives of the Russian people.

About peace

Teachers here, like teachers in the Soviet Union, are bringing up children in the spirit of peace. And the American people, too, are working for peace.

In a small school in Salt Lake City we saw a colored film that had been prepared for the parents and told all about the activities of the school. In it were some of the drawings the children had made—drawings that portrayed some of their real wishes. One of these showed the USA and the USSR as two land masses, side by side, joined with a kind of line. And along this line were written three words we can't forget: Understanding, Friendship, Peace.

Aesthetic education

We were favorably impressed by the musical education provided in the secondary schools; in fact, we were favorably impressed with the aesthetic education generally. We'll never forget a wonderful concert for children in Chicago—a concert that combined a music appreciation lesson with a symphony concert, for the conductor was not only a fine conductor but a fine teacher.

[*One of the team, however, had a word of advice about art in our schools.*] America has a great history in the arts and has produced many great painters and other artists; we have seen and admired their works in your museums. But in one school we visited we saw an exhibit of 8th grade art. I personally could not understand a single piece, for they were all made up of lines and dots meaningless to me. I asked the teacher what these drawings meant. "I don't know," she said, "you'll have to ask the children." And as the children had gone, I was never enlightened. In a country such as yours, with so great a tradition in the arts, children should be discouraged from abstract art.

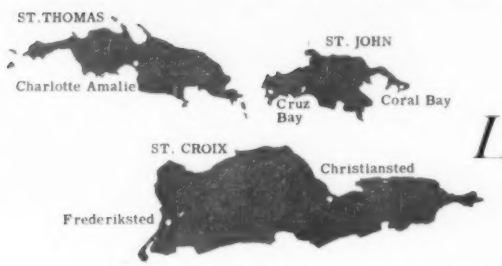
About belles-lettres

From what we observed, we are inclined to think United States education in world literature casual and incomplete.

When I [*the chairman*] looked over the collections in high school libraries, I usually missed many of the works that I think should be available to high school students. I'm not talking about Russian literature—that would be immodest—but I'm talking about Stendhal, Flaubert, Anatole France, Balzac. And the American students I talked to seemed less interested in and knew less about foreign literature than Soviet children of the same age. In San Angelo I talked to one of the outstanding students and learned that he knew of no French writer in the 19th century; an 11th grader in Boston who impressed me with his intelligence knew of not one single Russian writer. When I asked him if he knew of any French writers of the 19th century, he could mention only Hugo.

Continued on page 23

Evelyn Day Mullen, library extension specialist, Office of Education, is consultant on the Library Services Act to 16 States, the Virgin Islands, and Puerto Rico. Last fall she made her first tour of the Virgin Islands, and here she gives an account of library services there.



LIBRARIES to Leeward.....

Virgin Islands,
St. Croix Bookmobile.
Free Public Library Service.
We take the library
To our people.

THE LINES were like a chant, and the children at the Christiansted school sang them in unison, making background music for an exhibit visit last November 20 of the Virgin Island's new and only bookmobile. The words of their "song" were painted on both sides of the bright red-white-and-blue bookmobile visiting them at the request of their principal. Because it was there only for exhibit, the bookmobile was lending no books, but the children made known the types of reading matter they would like to borrow when it came back on its first scheduled trip in December. Requests for humorous stories and books on birds, animals, space travel, and rockets ran high. One fifth-grade boy was entranced by a junior edition of the *World We Live In.* Adult requests ranged from "a book on mechanics" to *Dr. Zhivago.*

The visit of the St. Croix bookmobile to the Christiansted school fell on an anniversary: just 1 year earlier the Virgin Islands had qualified for funds under the Library Services Act (P.L. 597, 84th Cong.). With this aid, public libraries of the islands will bring reading matter to about 1,000 people previously without book service and will increase the amount of reading matter available to 14,000 others living outside Charlotte Amalie, Christiansted, and Frederiksted.

IN 1917 the United States bought from Denmark for $25 million the 50 islands and cays known as the Virgin Islands. They lie 40 miles east of Puerto Rico and 1,400 miles southeast of New York. Only half a dozen are habitable; only three have any size—St. Thomas, St. John, and St. Croix. Charlotte Amalie, on St. Thomas, is the capital. St. John lies 3 miles east of St. Thomas; St. Croix, 40 miles to the south. Together the 3 have only 134 square miles. Of their 26,665 inhabitants, 15,196 qualify for services under the Library Services Act because they live in areas with populations of less than 10,000.

The Bureau of Libraries and Museums of the Department of Education, located in the Charlotte Amalie public library building, administers and finances the three public libraries at Charlotte Amalie, Christiansted, and Frederiksted, supervises school libraries and archives, and conducts the Library Services Act programs. Its budget for fiscal year 1959 is $42,000, plus a special appropriation of $5,000 for rural library extension. The Bureau is applying about 60 percent of its budget ($25,560) and the special $5,000 as matching funds for the Federal allotment of $10,782 under the Library Services Act. Enid M. Baa, a trained and experienced librarian, as chief of the Bureau, directs the Library Services Act programs.

The Bureau has a photostatic service and will soon use microfilm to preserve valuable historic papers and extend their use. It keeps a union catalog of all public library holdings, which Frederiksted's library is now copying.

Public libraries on the islands began in 1920, when the American Library Association organized the Charlotte Amalie, Christiansted, and Frederiksted libraries. A grant from the Carnegie Corporation made reorganization and further development possible between 1930 and 1933: And now the Library Services Act is helping the islands' library system to extend rural services.

Though they receive no aid through the Library Services Act, school library services in the islands also are growing. The consolidated schools at Charlotte Amalie and Christiansted have attractive, well-appointed, and centrally located library rooms in new buildings—and both are busy places. The new and beautiful King's Hill School and the Claude Markoe School at Frederiksted both have well-

planned and well-furnished rooms awaiting books and librarians. So far, only the schools at Charlotte Amalie and Christiansted have trained full-time school librarians. The Department of Education is developing standards for school librarians.

The islands as yet have no college, but students can earn college credits without leaving the islands by using the extension service of Hampton Institute of Virginia.

According to the map

Geography is always a challenge to those who would bring books to the islands' rural communities, and makes for a different pattern of service in each of the islands. The islands themselves are peaks of volcanic mountains rising sharply from the sea to heights of 1,000 to 1,500 feet. On St. Thomas and St. John these mountains drop steeply to the sea on all sides and leave only small pockets of cultivable land.

St. Croix, however, slopes gradually to the south for 5 miles; and only on this island do the roads permit use of a bookmobile for library extension. But ship and jeep and enthusiasm keep the people of St. John and the rural areas of St. Thomas supplied with reading material.

Library Services Act programs also follow different patterns according to the needs of each island. Planning for rural service includes the goal of integrating library programs with educational programs. Because the Library Services Act prohibits the use of its funds for any purpose other than public library programs, none of the rural library programs are for schools as such. Where the school is the center of community life, as it is in many rural areas, rural library extension programs have their outlets in school buildings. But they never supplant the school's library service or substitute for it.

On St. Thomas, "Treasure Chests"

Traveling library collections called "Treasure Chests" bring books to the outlying areas of St. Thomas. These "chests" look like footlockers standing on end. They are hinged in 2 equal parts and have 2 shelves, filled with books, on both their inner sides. Boat and plane carry them between the islands, shift them from place to place, and return them to headquarters in Charlotte Amalie for new materials and the withdrawal of "read-out" matter. In each community, residents serve as custodians of the chests and arrange for circulation of their contents. A request to headquarters brings new reading matter. Collections are varied and reflect the special needs of each area.

For 700 on St. John

Completely rural, St. John's 700 residents soon will have several new services through the Library Services Act. Before long, the new municipal building at Cruz Bay will house a small branch library; and at Coral Bay, on the opposite side of the island, the community building, next to the small school, also will have a book collection, probably under the custody of the school principal. The community of John's Folly, a few miles east, will receive its own "Treasure Chests," which will be in the charge of the teacher of the one-room school.

The scattered communities of St. John have no high school, and its boys and girls go to St. Thomas to continue their studies. Here they must room and board, for commuting is not practical. The Department of Education offers some financial aid.

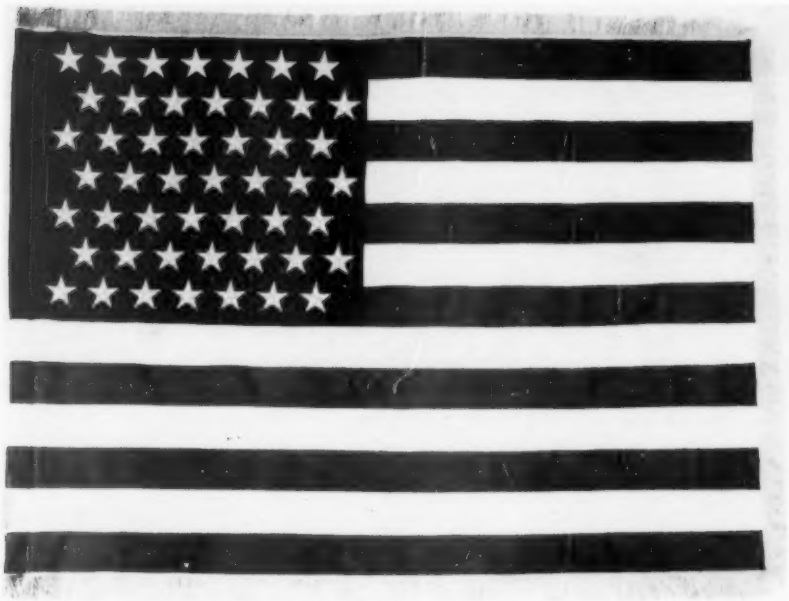
In St. Croix, a complication

St. Croix, the largest island, is less troubled by geography but has the problem of meeting the reading needs of a special group of residents—the Puerto Rican immigrants, whose number is increasing every day. For them the library must provide Spanish language material.

New paint, new furniture, new quarters, and more books are giving the public libraries at Fredericksted and Christiansted new life. Fredericksted's library will soon move from the old fort, where it now battles termites, to remodeled quarters in the former high school in the center of town. Here St. Croix's bookmobile will have its headquarters.

Before long St. Croix's bookmobile will be a familiar sight along the highways and byways of the island. When it leaves Fredericksted, it enters paved Center-Line Road between Fredericksted and Christiansted. But soon it branches off to visit communities lying 2 or 3 miles off the main road. As it goes, it stops at places with enticing and startling names, many of them inherited from old sugar plantations—Upper Love, Lower Love, Envy, Jealousy, Whim, Judith's Fancy, and Slob! Wherever it goes, children greet it with delight and their elders smile.

"Libraries to leeward," might well be the cry of Christopher Columbus were he now rediscovering the Virgin Islands. For almost every ship from New York City brings books and library furnishings. The "tooling up" period is over, the bookmobile is on the road, and the library programs of the Bureau of Library and Museums—its own as well as those it sponsors with the help of the Library Services Act—look toward the day when even the remotest reader will have library services, a goal in keeping with the purposes of the Act—"to promote the further extension by the several States of Public Library Services to rural areas without such service or with inadequate service."



THE *Flag* OF THE UNITED STATES OF AMERICA

"I pledge allegiance to the flag of the United States of America and to the Republic for which it stands, one Nation under God, indivisible, with liberty and justice for all."

ON Independence Day 1959 the star of the new State of Alaska joins its 48 sisters in our flag's blue canton to proclaim that the United States of America now is 49 States united in one Nation. The stars of the new flag are in 7 staggered rows of 7, but, by a tradition unbroken since 1818, the field of 13 alternate red and white stripes remains unchanged.

Before we became a Nation the land that comprises United States territory knew many flags. A thousand years ago the Norsemen probed our coastal waters, sailing under the banner of the black raven. Columbus carried a Spanish flag across the seas. The *Mayflower* flew the flag of the United Kingdom of Great Britain. The Dutch colonists brought their striped flag to New Amsterdam. The French explored the continent under the royal fleur-de-lis. Each native Indian tribe had its own totem and insignia. And though they sought a new allegiance, immi-

Based on a historical sketch issued by the White House on January 3, 1959, on the date Alaska was proclaimed a State.

grants of every race and nationality brought symbols of their homeland loyalties to our shores.

The growth of the flag

During our Revolution the not-yet-united colonies used various banners. A flag with a green pine tree and the motto "An Appeal to Heaven" was popular with our young Navy. Aroused colonists along the Atlantic Seaboard displayed a flag with a rattlesnake's warning, "Don't Tread on Me." The Moultrie "Liberty" flag, a large blue banner with a white crescent in the upper corner, rallied the defenders of Charleston, S. C., in 1776. The defenders of Bunker Hill carried a blue banner with a white canton filled with a red cross and a small green pine. The maritime colony of Rhode Island had a flag that bore a blue anchor under the word "Hope." The Green Mountain Boys of Vermont at the Battle of Bennington on August 16, 1777, carried a flag whose stars and stripes made it strikingly similar to the flag that eventually became the national insignia.

When Washington took command of the Continental Army at Cambridge, Mass., in 1776, he stood under "The Grand Union Flag," whose canton with its crosses of St. George (England) and St. Andrew (Scotland) reflected the continuing relationship between the colonies and Great Britain.

The first Stars and Stripes was created by the Continental Congress on June 14, 1777, and the Nation now observes that date each year as Flag Day.

In the early flags the 13 stars, representing a constellation, were arranged in a variety of designs. The most popular of these flags—one having the stars in a circle so that no State could claim precedence over another—is known as the Betsy Ross Flag, in honor of the seamstress who is supposed to have sewn the first one.

By 1792 the infant nation had added 2 more States to the original 13 and the flag accordingly had added 2 stars and 2 stripes. The

The 49 States and the dates of their entry into the Union

Alabama (22)	Dec. 14, 1819	Nevada (36)	Oct. 31, 1864
Alaska (49)	Jan. 3, 1959	New Hampshire (9)	June 21, 1788
Arizona (48)	Feb. 14, 1912	New Jersey (3)	Dec. 18, 1787
Arkansas (25)	June 15, 1836	New Mexico (47)	Jan. 6, 1912
California (31)	Sept. 9, 1850	New York (11)	July 26, 1788
Colorado (38)	Aug. 1, 1876	North Carolina (12)	Nov. 21, 1789
Connecticut (5)	Jan. 9, 1788	North Dakota (39*)	Nov. 2, 1889
Delaware (1)	Dec. 7, 1787	Ohio (17)	Mar. 1, 1803
Florida (27)	Mar. 3, 1845	Oklahoma (46)	Nov. 16, 1907
Georgia (4)	Jan. 2, 1788	Oregon (33)	Feb. 14, 1859
Idaho (43)	July 3, 1890	Pennsylvania (2)	Dec. 12, 1787
Illinois (21)	Dec. 3, 1818	Rhode Island (13)	May 29, 1790
Indiana (19)	Dec. 11, 1816	South Carolina (8)	May 23, 1788
Iowa (29)	Dec. 28, 1846	South Dakota (40*)	Nov. 2, 1889
Kansas (34)	Jan. 29, 1861	Tennessee (16)	June 1, 1796
Kentucky (15)	June 1, 1792	Texas (28)	Dec. 29, 1845
Louisiana (18)	Apr. 30, 1812	Utah (45)	Jan. 4, 1896
Maine (23)	Mar. 15, 1820	Vermont (14)	Mar. 4, 1791
Maryland (7)	Apr. 28, 1788	Virginia (10)	June 25, 1788
Massachusetts (6)	Feb. 6, 1788	Washington (42)	Nov. 11, 1889
Michigan (26)	Jan. 26, 1837	West Virginia (35)	June 20, 1863
Minnesota (32)	May 11, 1858	Wisconsin (30)	May 29, 1848
Mississippi (20)	Dec. 10, 1817	Wyoming (44)	July 10, 1890
Missouri (24)	Aug. 10, 1821		
Montana (41)	Nov. 8, 1889		
Nebraska (37)	Mar. 1, 1867		

*Since North Dakota and South Dakota became States on the same day, either may be regarded as 39th or 40th.

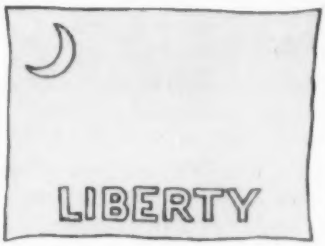
In the United States there have been, and are, many flags, many allegiances; but one flag and one allegiance blends and surmounts them all.

Over the years, our flag has changed as new States joined the Union. The adding of Alaska's star to the blue canton on July 4, 1959, will be the first change in "Old Glory" in almost half a century.

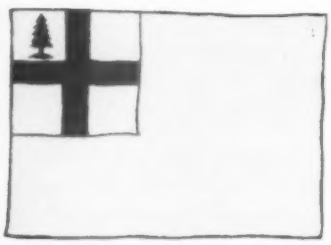
line drawings by U.S. Army

U. S. Navy

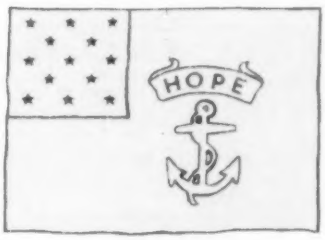
Rattlesnake



Moultrie (South Carolina)

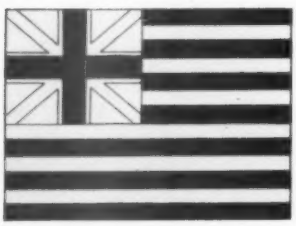


Bunker Hill

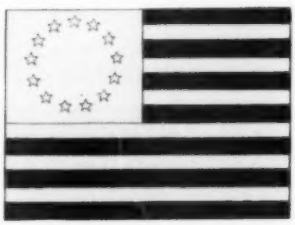


Rhode Island

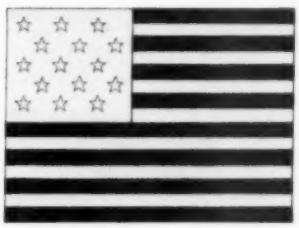
Green Mountain Boys (Vermont)



Grand Union



Betsy Ross Flag



Star Spangled Banner

canton of the flag changed from a circle of stars to 5 rows of staggered stars. It was this flag that waved through enemy bombardment at Fort McHenry, Md., September 13–14, 1814, and inspired Francis Scott Key to write "The Star Spangled Banner."

By the end of 1818, another 5 States were in the Union and more and more pioneers were streaming westward to open up new territory. Each State wanted its place in the banner. The Congress, feeling that more stripes would blur the design, returned to the original 13 red and white stripes, leaving the stars to grow in number as new States were added. The growing pattern of stars can be said to reflect the growing dimensions of America's responsibilities, as the unchanging 13 stripes reflect the constant strength of our country's traditions.

A symbol of the Nation

Laws have been written to govern the display of the flag and to insure a proper respect for it. Custom has decreed other observances for its use. As a symbol of the Nation, standing for our heritage of liberty and justice, the flag is naturally held in highest honor by all citizens.

In recent years the Congress of the United States of America has

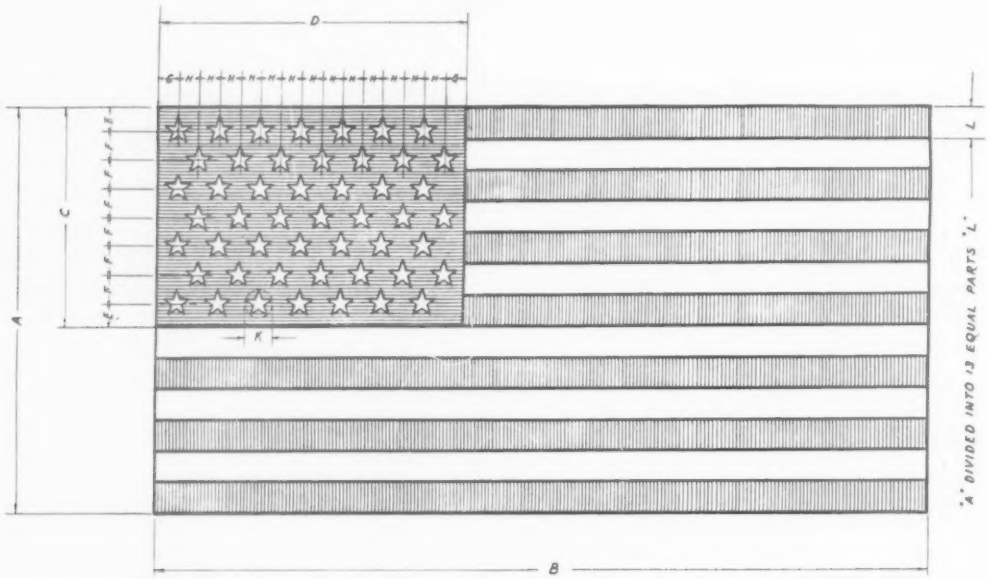
drawn together "the existing rules and customs pertaining to the display and use of the flag." These can be found in three laws: Public Law 829 (77th Cong.) and Public Laws 107 and 396 (83d Cong.). The Superintendent of Documents, Government Printing Office, Washington 25, D. C., sells copies of these laws for 5 cents each.

Use of new flag

By law, the new 49-star national flag becomes official July 4, 1959, the birthday of the Nation. Before that day the new flag should not be displayed as *the* flag of the Nation; not until then will it become the flag that can be properly saluted in the pledge of allegiance. But even before that day it is proper to display the new flag in educational or similar exhibits. On the other hand, use of the 48-star flag *after* July 4, 1959, will not be out of order. While present supplies last, agencies of the Federal Government, with a few exceptions, will continue to use the old flag. It is appropriate for all citizens to do the same.

To meet a need

Wherever there are history and civics classes, there is need for information about our flag. To meet the many requests the Government receives from teachers and students for material on the Stars and Stripes, the Office of Armed Forces Information and Education, United States Department of Defense, has prepared an illustrated booklet, *Our Flag* (DOD Pamphlet 5-6). It is sold by the Government Printing Office, Washington 25, D.C., for 15 cents.



At 1 minute past noon, January 3, 1959, President Eisenhower proclaimed the State of Alaska formally admitted to the Union "on an equal footing with the other States." At the same time he issued an executive order setting forth certain specifications for the Nation's flag—among them, the proportions that every maker of a truly proper flag will use. All of these proportions are based on the overall width, *A*, of the flag:

B, the overall length, is 1.9 times *A*.
C, width of the blue canton, is 0.5385, or 7/13, times *A*.
D, length of the blue canton, is 0.76 times *A*.
E is 0.056 times *A*.
F is 0.071 times *A*.
G is 0.054 times *A*.
H is 0.05 times *A*.
K, the diameter of each star, is 0.0618 times *A*.
L, the width of each stripe, is 0.0769, or 1/13, times *A*.

LEARNING LABORATORIES for ELEMENTARY SCHOOL CHILDREN

JAMES L. TAYLOR, specialist for school plant planning, Office of Education, here sees the inflexible "traditional" classroom (right) gradually yielding to a classroom specifically planned to allow for differences among children.

IN today's elementary school the classroom has become a laboratory—a place where children work with many kinds of instructional materials and where, in a natural setting, they are stimulated into creative imagining and constructive thinking.

To build and equip such classrooms calls for a broad conception of what is needed and of what can be accomplished through cooperative effort. An analysis of pupils' needs and their program of activities is fundamental in planning and designing a functional school plant, and can be done most effectively by the people who will use the facilities—administrators, teachers, and patrons, as well as the pupils themselves.

Today's schools are for all educable children—children with varying interests and abilities. School programs are designed to develop the whole child—his body and his social, moral, and emotional life as well as his intellect. Differences in children and the multiple ends of the school program call for flexible teaching methods. There are times in the program when all children are engaged in a similar activity, and there are other occasions when they work in small groups, seated around a table or on chairs arranged in circles. Such changes in grouping to meet the needs of pupils mean that the modern classroom takes more space than the traditional classroom and needs flexible, easily movable furniture.

An elementary classroom teacher, if asked to name typical learning situations in her classroom, would probably include these activities on her list: [1] Making charts and maps •

[1] James L. Taylor, Jack D. Herrington, Helen K. Mackintosh, and Wilhelmina Hill. *Designing Elementary Classrooms.* Office of Education, Washington 25, D.C. 1953. 55 p.

Engaging in physical education • Dramatizing stories • Making booklets • Taking part in music activities • Practicing good health habits • Writing reports, letters, stories, and poems • Collecting and exhibiting • Working with materials • Reading • Discussing • Painting and drawing • Using audio-visual aids • Gardening • Experimenting.

When we analyze these activities carefully, we find that more than 130 different items of equipment, furniture, and supplies are necessary to carry them out effectively. Many of the items take open floor space when in use, and most of them require fixed storage when not in use.

Many elementary schools also use the out-of-doors as an extension of the classroom laboratory. Convenient access to the school grounds directly through an outside exit from the classroom encourages activities in science, gardening, conservation, physical education, storytelling, etc.

Break with tradition

Looking back on the elementary classroom of a few decades ago—the "traditional" classroom of American schools for many years—it is easy to see how inadequately it would serve today's school programs. Built for an age when reading and reciting were the principal learning methods, it neither had nor needed flexibility. In it each child was confined to his pupil station, usually a seat-desk fixed to the floor, where he stored his books, tablets, pencils, and ink. The teacher's desk, placed in front of the class to give her a view of everything going on, was also her storage unit. If she was fortunate, she had a few bookshelves for texts and reference works. Before her, eight rows of desks occupied most of the classroom area, usually 22 feet wide. Pupils seated near the source of heat were too warm; those on the other side of the room were cold. Those near the windows had to contend with glare; those far from them, shadows. Nor was the room likely to be attractive to the eye.

Contrast this traditional classroom with a learning laboratory in a school designed to meet the needs of the modern school system—for example, a classroom in the West Side Elementary School, Pittsburg, Kans. Bessie Sizemore, a teacher at West Side, has this to say about her room:

"Our new 30 x 38 classroom has attractive block interior walls, rubber-tiled floors, and an acoustic-tiled ceiling. Cloudy days are not dreary since the room is equipped with instant-starting artificial lights and three control switches. There are directional glass blocks, low-vision strips, and clerestory windows for natural light, with sufficient intensity well distributed over the pupil stations without disturbing glare. Attractive draw curtains are available for use of projectors.

"There are 125 cubic feet of storage space, conveniently located with compartments of various sizes resembling a modern kitchen. Chalkboards—about 20 lineal feet—are green, to fit into the color scheme and reduce glare. Attractive display boards are plentiful.

"The room has a teacher's filing cabinet, a sink with hot and cold water, one worktable, a drinking fountain, light, movable desk and chairs, a clock, an outside door, steel bookshelves, and a thermostat for temperature control with eight exhaust fans for ventilation. Cloakrooms have folding doors and ceiling vents to remove dampness and odors.

"Color dynamics are used effectively. Walls are salmon pink and cream; the tiled floor is grey; and the cabinets are light buff and coral."

Purposeful planning

A classroom as functional as Mrs. Sizemore's is not an accident. It was carefully planned in advance and it reflects the broad outlook of those who planned it. It makes possible the use of a variety of materials according to the group and individual plans of the teacher and his class. The room is functional, safe, and attractive.

The planning of such a classroom involves not only the superintendent and the principal but teachers, patrons, and pupils. It requires coordination and unity. It requires

The modern classroom is not bound by its walls. In the well-planned school it can extend into the out-of-doors to bring richness into the school program.

time, staff, and an efficient organization; but even with all this there may still be poor planning unless school administrators take the proper lead.

The many activities in the elementary classroom make it necessary that designers of school buildings have complete information on activities, equipment, and instructional supplies to be used in local situations before they draw plans. The use of the outdoors as an extended classroom makes it imperative that the site of the building and its surroundings be carefully considered to find what they can give to the instructional program; for good learning laboratories, both interior and exterior, encourage pupils and teachers to explore and do more effective work, and parents and other patrons to take increased pride in their schools.

After studying the school program and what it needs to be put into effect, educators, with the aid of interested laymen, must prepare educational specifications for school facilities as an instrument of communication between educator and architect. The specifications help the architect to understand the needs of the particular group of children to be housed and to interpret the educational program in terms of space and facilities. This does not mean that educators and interested laymen must be technicians on such problems as lighting, heating, and ventilation for classrooms, but they should know better than anyone else what educational equipment it takes to meet the needs of the children and the program. Good school architects welcome their assistance.

The people of the United States can afford to buy good school facilities for their children. Such schools are a safe and sane investment in the future of the country. Wise planning by everyone concerned with educating our children can insure that elementary schools are the learning laboratories they can and must be today.

SCHOOL PLANT COSTS

N. E. VILES, School Housing Section, Office of Education, points out that, if we are to speak clearly about school plant costs, we must either use precise terms or define the general ones

THE TERMS "school plant costs" and "school building costs" are used frequently by school officials and in professional and technical publications, but they are not always used to mean the same things. Sometimes they are used to refer only to contract or contract award costs, sometimes to construction costs, and sometimes to capital outlay expenditures. What costs each of these three levels includes is explained in *Local School Construction Programs*, Office of Education Bulletin 1957, No. 20, on p. 45, under the heading "Cautions in Estimating Costs."

Contracts or contract award costs, reported when construction contracts are signed and therefore the first costs to be reported, cover the sums of such contracts, and represent only part of the ultimate capital outlay expenditure. The percentages vary with different buildings.

Construction costs include, in addition, the costs of supervision during construction, engineering and architectural fees, and so forth.

Capital outlay expenditures include, in addition to contract and construction costs, the costs of site and equipment, and various administrative costs. This is the amount that the district pays (but does not include interest on bonds).

Clearly, each of these levels of costs is different; and persons referring to them ought either to use the specific terms or to define what they mean when they use the more general terms "school plant costs" and "school building costs." One illustration of the use of the specific terms occurs in a summary in last month's *School Life* of some cost data developed by the Interstate School Building Service. Interstate properly limited the data to contract award costs. According to the *Local School Construction Programs* formula, these contract awards costs probably represented only about 72 percent of the total capital outlay costs.

School plant cost comparisons are also complicated by the use of various measures—the classroom, square foot, or cubic foot. There are no commonly accepted measures determining what should be counted as a classroom and until recently there were no accepted standards of floor measurement. The American Standards Association has recently established and published national standards for school building area measures (defining and describing certain inclusions and exclusions); they are available as the *American Standard Methods of Determining Areas in School Buildings*, Z65.2–1958, UDC 69.003.1.

Standard terminology for the whole field of school buildings, sites, equipment, and units of area measures also will be available soon in a handbook prepared over the past 2 years by representatives of 5 national associations in education. It will be published by the Office of Education under the title *Property Accounting for Local and State School Systems*.

SCHOOL LIBRARY MATERIALS

in Science, Mathematics, Modern Languages, and Guidance

. . . *and* HOW TO USE THEM

By MARY HELEN MAHAR
School and Children's Library Specialist
and GERALD B. FISHER
Project Analyst

IN the aid it offers to improve instruction in elementary and secondary schools, the National Defense Education Act has emphasized science, mathematics, modern foreign languages, and guidance. To strengthen programs in these 4 subjects there is presented here a selective bibliography of pamphlets and articles, which includes lists of school library materials as well as descriptions of methods for using those materials. Because many school libraries select teachers' materials, too, for their collections, it includes also professional books, journals, syllabi, courses of study, and resource materials.

For lists and evaluations of the latest additions to the literature in these 4 subjects, school librarians of course will want to review regularly professional journals like *Elementary School Science Bulletin, The Science Teacher, School Science and Mathematics, Modern Language Journal, The Personnel and Guidance Journal,* and *The Vocational Guidance Quarterly.*

General

Standards for Materials and Equipment for the Improvement of Instruction in Science, Mathematics, and Modern Foreign Languages. **Report of a conference to develop guidelines for State educational agencies in determining standards for science, mathematics, and modern foreign language materials and equipment under Public Law 864, Title III, Sec. 303(a)(4), sponsored by the Council of Chief State School Officers with the assistance of the Educational Facilities Laboratories, Inc. Council of Chief State School Officers, 1201 16th St. NW., Washington 6, D.C., 1958.**

Includes selected bibliography on science equipment and materials, illustrative lists for mathematics libraries, classroom equipment and bibliographies, and some suggested source reference for modern foreign languages.

SCIENCE

PAMPHLETS

Blough, Glenn O. ***It's Time for Better Elementary School Science.*** **National Science Teachers Association, 1201 16th St. NW., Washington 6, D.C., 1958. $1.**

Includes a brief section on the use of library materials as well as a selected bibliography on science in the elementary school.

——— and Blackwood, Paul E. ***Professional Literature for Teachers of Elementary Science.*** **Selected Refs. No. 3, Office of Education, Washington 25, D.C., Feb. 1958.**

An annotated list of books, State courses of study, and magazines. Many of the books listed have extensive discussions of elementary materials.

Brown, Willis C. ***Bibliography of Recent Books About Jets, Rockets, and Space Exploration.*** **Office of Education, Washington 25, D.C., Apr. 1958.**

Briefly annotated list of science books and periodicals for elementary and secondary school students. (A publication based on this bibliography, with additions, same title, is available from the National Aviation Council, 1025 Connecticut Ave. NW., Washington 6, D.C.)

Deason, Hilary J., ed. ***The AASA Science Book List,*** **American Association for the Advancement of Science, 1515 Massachusetts Ave. NW., Washington 5, D.C., 1959. $1.**

A selected annotated list of over 1,000 titles, arranged by subject, recommended for secondary school and public libraries.

———. ***An Inexpensive Science Library.*** **American Association for the Advancement of Science and the National Science Foundation, 1515 Massachusetts Ave. NW., Washington 5, D.C., 1958. 25¢.**

A selected list of paperbounds arranged by subject.

———. ***The Traveling High School Science Library.*** **4th ed. American Association for the Advancement of Science and the National Science Foundation, 1515 Massachusetts Ave. NW., Washington 5, D.C., 1958. 25¢.**

An annotated list of science books available on loan to school libraries from the American Association for the Advancement of Science. Includes description of the loan plan and a list of science career guidance materials. Useful as a selection aid.

Growing Up With Science Books. ***Library Journal,*** **62 W. 45th St., New York 36, N.Y., 1958. 10¢. 100 for $3.35.**

Annotated list of science books for children of all ages, arranged by age groups and subjects.

New York State Education Department, Bureau of Secondary Curriculum Development. ***General Science Bibliography: A Selected List of Science Books for Grades 7, 8, and 9.*** **Curriculum Leaflet No. 6. University of the State of New York Press, Albany, 1956.**

An aid to selecting books in the science field for junior high school pupils.

Rockcastle, Verne N., *and* Gordon, Eva L., *Science Books for Children.* Cornell Rural School Leaflet, Teachers Number, Fall 1957, Vol. 51, No. 1. N.Y. State College of Agriculture, Cornell Univ., Ithaca, N.Y. 40¢.

Books on the subject of nature study, animals, plants, earth science, and physical and chemical forces. Annotated.

Schader, Freddy. *Science Books for the Elementary School.* Arkansas Library Commission, 506½ Center St., Little Rock, Ark., Mar. 1958. Mimeographed.

A graded list of books to help the child understand his world.

ARTICLES

Benton, Mildred. "Earth Satellites, Guided Missiles, Rockets and Flight, a Bibliography of Books and Periodical Articles." *Wilson Bulletin*, 32: 412–419, Feb. 1958.

An annotated list for young readers, for high school age readers, and for the mature reader. Includes semitechnical and technical books and periodicals. With eight additional bibliographies.

Brown, Clyde M. "Reading in Science as a Means of Improving the Junior High School Program." *The Science Teacher*, 21: 281–283, Nov. 1954.

Methods for stimulating reading in various aspects of the science program.

Kambly, Paul E., and Ahlers, Eleanor E. "The Elementary School Science Library for 1956–57." *School Science and Mathematics*, 58: 478–489, June 1958.

The 14th yearly list of books compiled and published in School Science and Mathematics, suggesting to teachers books that supplement basic texts.

Klingholz, Johanna. "The Library Serves a Vocational School." School Libraries, 6: 8–9, Jan. 1957.

Includes suggestions for selection aids and sources of materials in science and technology including trade catalogs and pamphlets. Describes methods for use of materials.

Marshack, Alexander. "How Kids Get Interested in Science." *Library Journal* 83:1253–5, Apr. 15, 1958; *Junior Libraries*, 4: 13–15, Apr. 1958.

Significance of libraries in stimulating interest in science.

Van DeVenter, William Carl. "Library Resource Materials for Reading in Science." In *Conference on Reading*, 1957, pp. 186–90, University of Chicago Press, Chicago, Dec. 1957.

Comments on textbooks, reference books, periodicals, and fiction.

Weinstein, Frederic D. "Book Selection in the Sciences." *ALA Bulletin*, 52: 509–13, July–Aug. 1958.

A plea for selecting basic and reliable books rather than popularizations.

Yager, Robert E. "You Can Stimulate Tomorrow's Scientists." *Top of the News*, 15: 55–60, Dec. 1958.

Statement on the function of the school librarian in encouraging interest in science.

MATHEMATICS

PAMPHLETS

Archer, Allene. *How to Use Your Library in Mathematics.* How to Do It Series, No. 5. National Council of Teachers of Mathematics, 1201 16th St. NW., Washington 6, D.C. 1958. 40¢.

Suggests methods for use of the school library, projects for mathematics classes and clubs requiring the use of materials in mathematics, and types of materials on mathematics which should be in the school library. Includes lists of topics for historical reports, of things to make, and of great mathematicians.

Brown, Kenneth E., and Kluttz, Marguerite. *Selected Bibliography of Reference and Enrichment Material for the Teaching of Mathematics.* Cir. No. 347, Office of Education, Washington 25, D.C., May 1958.

Selected titles in history, teaching, recreation, and enrichment of mathematics. Symbols beside each title indicate level of difficulty and appeal.

Hutcheson, Ruth, Mantor, Edna, and Holmberg, Marjorie B. *The Elementary School Mathematics Library, a Selected Bibliography.* Reprinted from *The Arithmetic Teacher*, Feb. 1956. Available from National Council of Teachers of Mathematics, 1201 16th St. NW., Washington 6, D.C. 20¢.

An annotated and graded bibliography to suggest to teachers books of information, enrichment, and recreation. Books are intended to stimulate further interest and activities.

Rosenbaum, Robert A., and Louise J. *Bibliography of Mathematics for Secondary School Libraries*, Dept. of School Services, Wesleyan Univ., Middletown, Conn. 1957.

Annotated list of 115 books of various levels of difficulty. Includes lists of periodicals and out-of-print books. Suggests books for first purchase.

Schaaf, William L. *The High School Mathematics Library.* Reprinted from *The Mathematics Teacher*, Feb. and Mar. 1954. Available from National Council of Teachers of Mathematics, 1201 16th St. NW., Washington 6, D.C. 20¢.

Includes books on history, biography, recreation, expository and survey mathematics, arithmetic, geometry, mathematics and science, vocational and trade mathematics, business arithmetic, consumer's mathematics, graphs and statistics, slide rule, mathematical geography, navigation, aviation, art and mathematics, fourth dimension, reasoning and logic, chance and probability, learning and teaching mathematics.

———. *Recreational Mathematics: A Guide to the Literature.* National Council of Teachers of Mathematics, 1201 16th St. NW., Washington 6, D.C. $1.20.

Includes over 2,000 books, pamphlets, and articles about mathematical recreations—general works, arithmetical and algebraic recreations, geometric recreations, magic squares, and others. Many entries are appropriate for high school students.

PERIODICALS

Hennig, Ruth M. E. "Library Math Carnival." *Library Journal*, 80: 2357–2359, Oct. 15, 1955; *Junior Libraries*, pp. 107–109, Oct. 15, 1955.

Description of a "carnival" in a school library to stimulate the use of materials in mathematics.

Lloyd, Daniel Boone. "Use of the Library." Bulletin of the National Association of Secondary School Principals, 38:144–151, May 1954.

Suggests use of books on mathematics to stimulate interest and to enrich teaching. Bibliography of history and biography, applications to other fields, and enrichment and recreation material.

Sparks, Jack N., and Taylor, Kenneth. "Building the Secondary School Mathematics Library." *School Science and Mathematics*, 58:56–60, Jan. 1958.

Lists methods of selecting books not covered in standard book selection tools; includes bibliography.

Wallen, Irvin Eugene. "Programs in Mathematics and Science Teaching." *Review of Educational Research*, 27: 414–419, Oct. 1957.

Includes information on traveling science libraries, visual aids, curriculum materials, career materials, as well as on institutes and fellowships.

MODERN FOREIGN LANGUAGES

PAMPHLETS

American Library Association, Children's Library Association (now Children's Services Division). *Foreign Children's Books Available in the United States.* American Library Association, 50 East Huron St., Chicago 11, Ill., 1954. Out of print and currently under revision, but can be consulted in libraries. (1955, 1957, 1958

supplements, *Top of the News*, May issue of each year; 1956 supplement, *NEA Journal*, Oct. 1956).

Annotated list of books in Danish, Dutch, Finnish, French, German, Italian, Norwegian, Polish, Portuguese, Spanish, Swedish. Includes list of American book importers.

Eaton, Esther, and others. *Modern Language Instruction.* Monograph No. 3. Modern Language Dept., Garden City Senior High School, Garden City, N.Y., June 1958. Available from American Association of Teachers of French, National Information Bureau, Brooklyn College, Brooklyn 10, N.Y. $1.25.

Outline of courses for grades 10, 11, and 12 in French, German, and Spanish (prerequisite, 2 years of languages). Includes extensive bibliographies of books in foreign languages for students, and audio-visual materials.

***Foreign Languages, Grades 7–12.* Curriculum Bul. Series No. V (tentative). State Dept. of Education, Hartford, Conn., Sept. 1958.**

Includes suggestions for the teacher's library and periodicals.

***Instructional Materials for Russian.* Office of Education, Washington 25, D.C. Feb. 1959.**

Lists courses on records, readers, grammars, stories, workbooks, picture books, dictionaries and reference books.

Johnston, Marjorie C. *Modern Foreign Languages in the High School.* Bul. 1958, No. 16. Office of Education, 1958. $1. Purchase from Supt. of Documents, Govt. Printing Office, Washington 25, D.C.

Status and problems of foreign language teaching in high schools. Implications for libraries in newer trends.

———. *References on Foreign Languages in the Elementary School.* Resources for Foreign Language Teaching, Cir. No. 495. Office of Education, Washington 25, D.C., Rev. Feb. 1959.

Significant books and articles on the philosophy of teaching, and resource materials for the teaching of French, German, and Spanish.

——— and Seerley, Catharine C. *Foreign Language Laboratories in Schools and Colleges.* Bul. 1959, No. 3. Office of Education, 1958. 35¢. Purchase from the Supt. of Documents, Govt. Printing Office, Washington 25, D.C.

Chapter on materials and techniques for the language laboratory of concern to librarians.

Modern Language Association. Mildenberger, Kenneth, Editorial Supervisor. *Teacher's Guides for Foreign Languages in the Elementary Schools: 1. Beginning French in Grade 3 (First Year). 2. French in Grade 4 (Second Year). 3. Beginning Spanish in Grade 3 (First Year). 4. Continuing Spanish in Grade 4 (Second Year). 5. Beginning German in Grade 3 (First Year).* Available from the Educational Publishing Corporation, Darien, Conn. $2.50 each.

Each guide includes introductory material on objectives and teachers' instructions, units for one year's work, music and songs, games, and references for teachers. Drawings to accompany French guides are available at 80¢ a packet from the Educational Publishing Corporation, and records to accompany Beginning French in Grade 3, Beginning Spanish in Grade 3, Beginning German in Grade 3, and French for Grade 4, are available at $5 each from the Modern Language Association, 6 Washington Square North, New York 3, N.Y.

***Modern Language Handbook. Cultural Background Materials and Suggestions for Activities.* Bureau of Secondary Curriculum Development, N.Y. State Education Dept., Albany, 1957.**

Lists dictionaries, periodicals, films, and resources of materials for teaching French, Spanish, Italian, and German.

***Package Library of Foreign Children's Books*, 69-41 Groton Street, Forest Hills, New York 75, N.Y.**

Catalog of packages of books in Danish, French, Finnish, German, Italian, Polish, Spanish, and Swedish. Titles selected by the members of the American Library Association, Children's Services Division, Committee on the Selection of Foreign Children's Books. All titles may be purchased separately.

Articles

"Books in Foreign Languages." *Junior Bookshelf*, 22:3, July 1958, pp. 105–116. Published at Tower Wood, Windemere (Westmoreland, England).

Annotated list of French and German children's books, the first of a series of lists of foreign children's books.

"Foreign Language Books at Illinois State Library." *Illinois Libraries*, 38:71–78, April 1956.

List of adult books in French, German, and Italian for foreign-born Americans. For advanced students.

McIntyre, Mary Edna. "Current Materials and Events in Foreign Language Teaching." *California Journal of Secondary Education*, 29:445–454.

A presentation of some teaching problems and a bibliography of books and pamphlets of interest to teachers.

Miller, Sister Mary Catherine, O. P. "Foreign Language Classes Need the Library," *Catholic School Journal*, 50:18–19, Jan. 1950.

Suggestions for integrating use of the library with the teaching of foreign languages. Emphasis on enrichment materials.

Van Eenenaam, Evelyn. "Annotated Bibliography of Modern Language Methodology for 1957." *Modern Language Journal*, 43:34–49, Jan. 1959.

Extensive bibliography of articles including suggestions for foreign language teaching and lists of materials.

Guidance

Articles

Cairoli, Mary Wright. "Place of the Library in the Guidance Program." *School Activities*, 25:162–3, Jan. 1954.

Succinct statement of the role of the school library in the guidance program.

Denman, Ruby Othella. "Vocations on File." *Library Journal*, 81:978–9; Junior Libraries 2:50–1, Apr. 15, 1956.

Description of the development of a collection of materials on vocations, and its use, in a high school library.

Eiseman, Fannie B. "Career Materials and Services Today." *Library Journal*, 82:206–10, Jan. 15, 1957; *Junior Libraries*, 3:2–6, Jan. 15, 1957.

Lists bibliographies of materials, sources of pamphlets, indexes, services, and series. Also lists books of information on college entrance, scholarships and fellowships. Lists first-purchase books on careers.

Houghton, Hubert W. "The Librarian and the Counselor." *Bookmark*, 15: 53–4, Dec. 1955.

Useful information on types of guidance materials to be included in a school library.

Logan, Mary. "Time-Tested Career Series." *Library Journal*, 82:212–3, Jan. 15, 1957; *Junior Libraries*, 3:8–9.

An evaluation of pamphlet series in the career field which have proved valuable in one library.

Miller, June Labb. "Guidance in the School Library." *Illinois Libraries*, 34:141–4, April 1952.

Examines function of the school library in guidance program of the school. One section of article is on vocational information.

Stephenson, Shirley K. "The Library as a Career Laboratory." *Wilson Library Bulletin*, 28.497–498, Feb. 1954.

Suggestions for the selection, organization, and publicizing of vocational material. Bibliography of sources of vocational materials and selected career books.

"Where To Find Information About Résumés, Exams, and Scholarships." *Library Journal*, 82:214, Jan. 15, 1957; *Junior Libraries*, 3:10, Jan. 15, 1957.

Brief lists of books on preparing résumés for applications, entrance examinations, and scholarships.

Highlights from Fall 1958 survey of public schools

ENROLLMENT TEACHERS AND SCHOOLHOUSING

The following is from Office of Education Circular No. 551, Fall 1958 Statistics on Enrollment, Teachers, and Schoolhousing in Full-Time Public Elementary and Secondary Day Schools, *by Samuel Schloss and Carol Joy Hobson.*

EVERY year the Office of Education publishes data gathered from State departments of education on 8 basic items of information about the public elementary and secondary schools in the United States. This year's report, which summarizes the fall 1958 survey, is being issued in February.

Some of the facts reported by the States in this survey are these:

Pupil Enrollments

33,936,470 pupils were enrolled in the fall of 1958—an increase of 1,148,000, or 3.5 percent over the fall of 1957.

Classroom Teachers

1,301,000 classroom teachers were employed in the fall of 1958—an increase of 47,000 or 3.8 percent, over the year before. The average pupil-teacher ratio, however, stayed about the same: 26.1 to 1.

Substandard Credentials

92,300 teachers had substandard credentials in the fall of 1958—an increase of 800, or 0.9 percent, over the year before. But the percent of all teachers with such credentials declined—from 7.3 percent to 7.1 percent.

Instruction Rooms Completed

71,600 instruction rooms were completed during 1957–58. These were 4.8 percent more than the 68,300 completed in the previous year.

Instruction Rooms Scheduled

68,440 rooms are scheduled for completion in 1958–59—a decrease of 4.4 percent from the 71,600 rooms completed in 1957–58.

Instruction Rooms Abandoned

17,300 instruction rooms were abandoned during 1957–58, as compared with 15,700 in 1956–57.

Pupils in Excess of Capacity

1,843,000 pupils (5.4 percent of total enrollment) were in excess of normal capacity in the fall of 1958, as compared with 1,943,000 pupils (5.9 percent of total enrollment) in the fall of 1957.

Classroom Shortage

140,500 additional instruction rooms were needed in the fall of 1958. Of these, 65,300 were needed to accommodate the 1,843,000 pupils in excess of normal capacity; 75,200 were needed to replace unsatisfactory rooms. Apparently the need was not quite so great as it had been the year before, when a shortage of 142,300 rooms was reported.

SOVIET EDUCATORS

Continued from page 10

About history

I [*a member of the team who is also a historian*] noted that American children are well-grounded in the history of their own country—and that is commendable, that is as it should be. And they knew some world history, too, though to a much lesser degree.

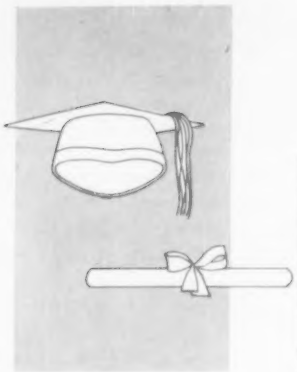
But apparently the United States school pays little attention to the history of the Soviet Union—and even less to the history of Kazakhstan, my own republic, though great events are happening there. In the courses of history that I observed, the history of the Soviet Union is referred to as "Russian History"—an outmoded term.

About many other matters

You have asked us to point out what we judge to be defects, and in our efforts to oblige you we may have obscured one principal fact: that we have had many, many favorable impressions in addition to those we have already mentioned.

We have noted the wonderful work you are doing with retarded children. We have admired the great scope of your program of evening studies, where both young and old can complete their education. We have been impressed by your interest in sports, and by your fine physical education facilities. We have seen that your teacher-training institutions are working just as hard as ours to prepare good teachers, and we salute the dedicated spirit of your many splendid teachers.

Above all, we've been favorably impressed by the wonderful children we've been meeting everywhere—friendly, free, and relaxed. And we count as one of the greatest benefits of our visit the friendly contacts we have established with our American colleagues in education.



NATIONAL DEFENSE EDUCATION ACT

On Feb. 2, 1959, the National Defense Education Act was 5 months old. Not all the problems it raises have been solved, nor all the questions answered; but the Act is working, funds are going out, and school people everywhere are expending exceptional effort to make it effective. A quick look at where each title is now, in the first week of February, will intimate how far the Act has come since its signing, Sept. 2, 1958.

TITLE II Student Loans

FOR A 4-YEAR PERIOD, beginning this year, up to $295 million has been authorized for loans to worthy college students; funds also have been authorized beyond that period to enable students who have entered the program to finish their studies (lending operations under the Act will cease June 30, 1966). Interest, at 3 percent, does not accrue until repayment begins; and repayment need not begin until the borrower has been out of school 1 year. Payments may be spread over 10 years, and up to one-half of the loan will be forgiven if the borrower becomes a public school teacher. Each institution administers its own loan fund, to which it must add $1 of its own for every $9 it receives from the Government. The student applies to his own institution for a loan, not to the Office of Education.

JANUARY 6, 1959, was the deadline for institutions of higher education to file applications with the Office of Education for a share in the first funds for student loans—and 1,227 institutions, together enrolling more than 2 million students, met it. They are the institutions that now have received the $6 million available from the initial appropriation (letters of notification went out January 30 and checks will go out in mid-February), and loans are being made to students this semester.

The institutions had asked for much more than $6 million for this fiscal year. Even after they had voluntarily cut $17 million off their original requests, the total stood at nearly $62 million; so that, on the average, they got only $1 for every $10 they had finally asked for.

But the distribution is not expected to be the only one this fiscal year: Congress has been asked for a supplemental appropriation of $24 million; and, as soon as funds are made available, they will be distributed among the 1,227 institutions on the same basis as the $6 million. In any distribution, each State shares in proportion to its share of the Nation's full-time enrollment in institutions of higher education; and each institution's share in a State's total is determined by the size of its request in relation to the total requests in the State.

The 1,227 institutions now lending Federal funds under Title II represent the 49 States, the District of Columbia, Hawaii, and Puerto Rico. The largest amount to go to any one institution is $61,255; the smallest, $51. The grand total, augmented by institutional funds, is enough to lend as much as $1,000 this year to 6,666 students. Actually, however, the average loan is expected to be much smaller and the number of borrowers correspondingly larger. The list below shows, for each State, the number of participating institutions and the amount received from the currently available funds:

Alabama (19)	$88,625	Montana (8)	$23,549
Alaska (1)	1,357	Nebraska (14)	57,263
Arizona (6)	39,705	Nevada (1)	4,363
Arkansas (17)	47,553	New Hampshire (6)	24,655
California (82)	571,699	New Jersey (19)	107,448
Colorado (17)	81,116	New Mexico (9)	24,987
Connecticut (15)	83,211	New York (92)	623,442
Delaware (2)	11,657	North Carolina (46)	138,216
District of Columbia (9)	71,276	North Dakota (9)	25,249
Florida (17)	106,456	Ohio (48)	273,764
Georgia (29)	98,290	Oklahoma (27)	110,097
		Oregon (18)	73,393
Hawaii (3)	14,465	Pennsylvania (75)	354,192
Idaho (8)	22,810	Puerto Rico (3)	33,500
Illinois (52)	305,718	Rhode Island (8)	31,755
Indiana (28)	174,357	South Carolina (21)	65,687
Iowa (36)	113,971	South Dakota (13)	27,375
Kansas (30)	97,508	Tennessee (37)	110,227
Kentucky (25)	77,472	Texas (63)	344,690
Louisiana (15)	105,125	Utah (10)	60,460
Maine (7)	22,858	Vermont (12)	20,016
Maryland (22)	81,525	Virginia (17)	96,624
Massachusetts (52)	249,680	Washington (15)	105,572
		West Virginia (9)	52,806
Michigan (35)	255,618		
Minnesota (27)	135,149	Wisconsin (30)	135,462
Mississippi (22)	65,719	Wyoming (3)	9,627
Missouri (37)	142,068	TOTAL	$5,999,397

The total is a little short of $6 million because the Canal Zone and Guam, for which $603 had been reserved, made no request.

Looking ahead: The deadline for submitting applications for loan funds for the fiscal year beginning July 1, 1959, will be announced April 1. And between March 3 and April 10 there will be 12 regional workshop conferences on Title II, where those administering the loan funds can share information and join in determining various procedures. In addition to financial officers, high school guidance counselors and principals from high schools in the areas surrounding the participating institutions will be invited. The workshops are tentatively scheduled for New York City, Boston, Pittsburgh, Chicago, Kansas City, Minneapolis, Denver, San Francisco, Seattle, Dallas, Louisville, and Washington, D.C., approximately in that order.

The Commissioner of Education administers Title II through the Student Loan Section of the Financial Aid Branch, Division of Higher Education. Peter P. Muirhead is the section chief.

TITLE III Instruction in Science, Math, and Foreign Languages

TITLE III authorizes, for a 4-year period beginning in 1958–59, a total of $300 million to be paid to State educational agencies for strengthening instruction in science, mathematics, and modern foreign languages in elementary and secondary schools. The money is to be divided between equipment and related minor remodeling in the schools ($280 million) and better supervisory services from the State educational agencies ($20 million).

For every Federal dollar a State gets for equipment and remodeling, it must spend either a State or a local dollar; but no such matching is required for Federal dollars spent on expanding State supervisory services until after the first year. To receive funds, a State will have to submit a plan to the Commissioner setting forth programs both for local equipment and remodeling projects and for State supervisory services. Each State will be the sole administrator of its program.

Each year 12 percent of the equipment-and-remodeling money will be set aside for loans to nonprofit private elementary and secondary schools, and each State will share in this amount on the basis of its private school enrollment.

CONGRESS is being asked for a supplemental appropriation of $37 million to see Title III through June 30, 1959, the end of its first fiscal year. Funds available thus far are limited to $19 million for remodeling and new equipment (12 percent of this amount, or $2,280,000, has been set aside for loans to private nonprofit schools) and $1.35 million for expanded supervisory services from the State educational agencies.

There is no cutoff date, or deadline, for the submitting of State plans under Title III, and the plans are being reviewed and responded to as they come in. Not all plans submitted thus far are "official": some are tentative, either because they have been submitted for review and suggestion or because they have not been prepared in accord with the guides and instructions sent out by the Office on December 12.

Twenty-seven official State plans have been received in the Office. Eight have been approved; their shares of the funds now available are as follows:

FLORIDA	Equipment and remodeling	$371,302
	State supervisory services	21,618
	Total	392,920
GEORGIA	Equipment and remodeling	561,606
	State supervisory services	25,436
	Total	587,042
INDIANA	Equipment and remodeling	435,475
	State supervisory services	26,622
	Total	462,097
MARYLAND	Equipment and remodeling	252,681
	State supervisory services	20,000
	Total	272,681
MONTANA	Equipment and remodeling	74,937
	State supervisory services	20,000
	Total	94,937
OKLAHOMA	Equipment and remodeling	286,4[illegible]
	State supervisory services	20,0[illegible]
	Total	306,4[illegible]
PENNSYLVANIA	Equipment and remodeling	939,[illegible]
	State supervisory services	61,[illegible]
	Total	1,001,[illegible]
TEXAS	Equipment and remodeling	1,111,42[illegible]
	State supervisory services	57,21[illegible]
	Total	1,168,638

These allotments for equipment and remodeling are available for expenditure not only in this fiscal year but also in the fiscal year ending June 30, 1960; but allotments for the State supervisory programs must be expended this fiscal year. Each approved plan is considered as being in effect from the date on which it was received in the Office of Education in substantially approvable form.

The other 19 official plans on hand the first week in February are now being processed and many may well have been approved by the time this issue comes off the press. They have been submitted by Alabama, Arkansas, Colorado, Connecticut, Idaho, Iowa, Kansas, Kentucky, Louisiana, Massachusetts, Missouri, Nebraska, New Hampshire, New Mexico, New York, North Dakota, South Carolina, South Dakota, and Tennessee.

To discuss the loans available to nonprofit private schools, the Office of Education held a conference on December 2 with the executive directors of national and regional organizations of private schools. Early in January, application forms to determine eligibility, together with tentative regulations, were sent to nearly 6,000 private schools so that, if any wanted loans to improve instruction in science, mathematics, and modern foreign

languages, they could easily submit to the Office the information it needs to determine what schools are eligible for such loans. The first cutoff date for returning these application forms has been set for March 15.

The Commissioner of Education administers Title III through a new branch in the Division of State and Local School Systems—the Aid to State and Local Schools Branch, directed by John R. Ludington. Three of its four sections are involved in the administration of Title III: (1) *The Science, Mathematics, and Foreign Language Section* is under the direction of Herbert A. Smith, who on January 5 came to the Office from the University of Kansas, where he has directed the program for the education of science teachers since 1953; (2) the *Loans to Schools Section*, which is concerned with the lending of Federal funds to nonprofit private schools, is headed by George C. Decker, who formerly was chief of the educational advisory services to the college housing programs in the Division of Higher Education; and (3) the *State Plans and Reports Section*, which reviews plans and reports for both Titles III and V, is headed by Lloyd W. King, recently executive secretary for the American Textbook Publishers Institute and formerly the State commissioner of education for Missouri.

TITLE IV
Guidance

TITLE IV authorizes "such sums as may be necessary" for 5,500 fellowships, each for not more than 3 years of study after the baccalaureate degree. They will be awarded over 4 years: 1,000 for the year ending June 30, 1959, and 1,500 for each of the next 3 years. Each fellow will receive a stipend of $2,000 for the first year, $2,200 for the second, and $2,400 for the third, plus $400 a year for each dependent. In addition, his university will receive each year an amount to offset the costs of making the program available to him. The fellow must attend an institution participating in the program; to participate, an institution must either offer a new graduate program or expand an old one. The new or expanded program must have been approved by the Commissioner of Education, with the advice of his Advisory Committee. In nominating fellows, the institution must give preference to persons interested in becoming college teachers.

FORTY-EIGHT colleges and universities in 39 States, Hawaii, and the District of Columbia are now nominating the first fellows—160 of them—under Title IV. By the first of March their names will have been submitted to the Commissioner of Education, who will announce the awards of individual fellowships on March 10. Payments to both fellows and their institutions will be arranged for later this spring. This calendar will fit the usual practice of institutions' awarding fellowships in the spring, most often in April, for the following academic year.

All of the 160 fellows will be first-year graduate students working toward a doctor's degree; and for their education next year the Federal Government will spend $800,000—the entire amount available thus far for the purpose.

For the remaining 840 fellowships authorized by the Act for this first fiscal year, a supplemental appropriation of $4.5 million has been requested of Congress. As soon as the money has been appropriated, these awards will be announced.

The 48 new or expanded graduate programs now being offered in the 48 institutions participating in the Act were approved by the Commissioner of Education on the recommendation of the recently appointed National Advisory Committee on Graduate Fellowships. The Committee met

NATIONAL ADVISORY COMMITTEE ON FELLOWSHIPS

MEMBERSHIP of the National Advisory Committee on Fellowships was announced on January 16, 1959, by the Commissioner of Education, who appointed it to assist the Office of Education in administering the graduate fellowship program under the National Defense Education Act.

Leonard B. Beach, *dean, graduate school, Vanderbilt University*

Harold L. Hazen, *dean, graduate school, Massachusetts Institute of Technology*

Henry Hill, *president, George Peabody College for Teachers*

Frederick G. Hockwalt, *executive secretary, National Catholic Educational Association*

Walter F. Loehwing, *dean, graduate school, State University of Iowa*

Robert M. Luminansky, *dean, graduate school, Tulane University*

Robert W. MacVicar, *vice president, Oklahoma State University of Agriculture and Applied Science*

Rosemary Park, *president, Connecticut College for Women*

John A. Perkins, *president, University of Delaware*

Jay Saunders Redding, *professor of English, Hampton Institute*

John C. Weaver, *dean, graduate school, University of Nebraska*

Lloyd S. Woodburne, *dean, College of Arts and Sciences, University of Washington*

3 times during January to review the 1,040 different fellowship programs that, before the deadline of December 31, 1958, had been submitted by 169 institutions of higher education in 46 States. These programs embodied requests for nearly 6,000 fellowships. The Advisory Committee has reviewed all of these programs and has reached its final recommendations.

The 48 institutions are named here, each with the field of study in which it has established or expanded a graduate program. The number in parentheses indicates the number of fellowships to be awarded at each institution:

ALABAMA POLYTECHNIC INSTITUTE—*Mathematics* (4)
COLORADO STATE UNIVERSITY—*Botany and Plant Pathology* (3)
DUKE UNIVERSITY—*History* (3)
EMORY UNIVERSITY—*Old Testament* (3)
FLORIDA STATE UNIVERSITY—*History* (6)
GEORGE PEABODY COLLEGE FOR TEACHERS—*Comparative Education* (3)
HOWARD UNIVERSITY—*Physics* (3)
INDIANA UNIVERSITY—*Quantitative Business Analysis* (5)
JOHNS HOPKINS UNIVERSITY—*Political Economy* (3)
KANSAS STATE COLLEGE OF AGRICULTURE AND APPLIED SCIENCE—*Mechanical Engineering* (2)
MONTANA STATE UNIVERSITY—*Geology* (3)
NEW MEXICO STATE UNIVERSITY OF AGRICULTURE, ENGINEERING, AND SCIENCE—*Solid State Physics and Temperature Phenomena* (5)
NEW YORK UNIVERSITY—*Hebraic and Judeo-Arabic Studies* (3)
NORTH DAKOTA AGRICULTURAL COLLEGE—*Plant Science (Botany and Agronomy, Crops and Soils* (4)
NORTHWESTERN UNIVERSITY—*Philosophy of Education* (2)
PENNSYLVANIA STATE UNIVERSITY—*Philosophy* (3)
ST. LOUIS UNIVERSITY—*Spanish and Latin American Studies* (5)
STANFORD UNIVERSITY—*Classics* (3)
STATE UNIVERSITY OF IOWA—*Urban Community Studies* (2)
TEXAS A & M COLLEGE—*Applied Mathematics* (4)
THE CATHOLIC UNIVERSITY OF AMERICA—*Statistics and Probability Theory* (2)
TULANE UNIVERSITY—*French and Italian* (4)
UNIVERSITY OF ARIZONA—*Physics* (4)
UNIVERSITY OF ARKANSAS—*Psychology* (3)
UNIVERSITY OF CALIFORNIA, BERKELEY—*Child Development* (2)
UNIVERSITY OF COLORADO—*Modern Languages* (5)
UNIVERSITY OF DELAWARE—*Chemical Engineering* (3)
UNIVERSITY OF HAWAII—*Biochemistry* (3)
UNIVERSITY OF IDAHO—*Political Science* (2)
UNIVERSITY OF KENTUCKY—*History* (2)
UNIVERSITY OF MICHIGAN—*Language and Area Studies of Southern Asia* (4)
UNIVERSITY OF MISSISSIPPI—*English* (4)
UNIVERSITY OF MISSOURI—*Comparative Vertebrate Physiology* (8)
UNIVERSITY OF NORTH CAROLINA—*Mathematics: The Theory and Practice of Digital Computing* (2)
UNIVERSITY OF OKLAHOMA—*International Studies* (3)
UNIVERSITY OF OREGON—*Romance Languages* (4)
UNIVERSITY OF PITTSBURGH—*Educational Psychology* (3)
UNIVERSITY OF RHODE ISLAND—*Biological Sciences* (4)
UNIVERSITY OF SOUTH CAROLINA—*Physics* (3)
UNIVERSITY OF TEXAS—*Germanic Languages* (3)
UNIVERSITY OF VERMONT—*Physiology and Biophysics* (2)
UNIVERSITY OF VIRGINIA—*Economics of Underdeveloped Countries* (3)
UNIVERSITY OF WASHINGTON—*Music* (2)
UNIVERSITY OF WISCONSIN—*Russian Area Studies* (3)
UNIVERSITY OF WYOMING—*Zoological Physiology* (3)
UTAH STATE UNIVERSITY—*Zoology, Entomology, and Physiology* (4)
VANDERBILT UNIVERSITY—*Comparative Literature* (4)
WEST VIRGINIA UNIVERSITY—*Chemistry* (2)

In selecting the above programs to receive the first fellowships, the Commissioner and his Advisory Committee had to bear in mind two criteria specifically set up in the Act: first, that the program *be a substantial addition to the Nation's graduate facilities* for training college and university teachers; and, second, that it *contribute to a wider geographic distribution* of such facilities.

The Commissioner of Education administers Title IV through the Graduate Fellowships Section in the Financial Aid Branch, Division of Higher Education. J. P. Elder, on leave from his position as dean of the Graduate School of Arts and Sciences, Harvard University, is chief of the section.

TITLE V Guidance

TITLE V is divided into two parts, both designed for talent search and talent development. Part A, concerned with State programs, launches the search in the secondary schools, among the students. Part B, concerned with the professional preparedness of guidance specialists, launches it in colleges and universities, where such specialists are being trained.

Part A authorizes $15 million a year for 4 years, in grants to State educational agencies for better guidance programs, including both testing and counseling, in the secondary schools. To share in the funds, a State must submit a plan to the Commissioner setting forth an expanded program of testing, guidance, and counseling in public secondary schools. Intent of the Act is that testing programs shall be carried into private schools also; for that reason, in States that have legal authority to test in nonpublic secondary schools, the State educational agency will include those schools in its testing program; but in other States the Commissioner will arrange for tests in those schools. For the first year the Federal Government will pay all costs of the expanded programs; thereafter Federal funds must be matched fifty-fifty.

Part B authorizes $6¼ million for this fiscal year and $7¼ million for each of the next 3 years to establish training institutes to improve the qualifications of people who are, or expect to be, engaged in counseling and guidance in the secondary schools. These institutes, either short term or regular session, will be operated by institutions of higher education under contract with the Commissioner. Individuals attending are eligible for a stipend of $75 a week, plus $15 for each dependent, if they are

engaged in or preparing for counseling and guidance work in public secondary schools; *personnel in nonpublic secondary schools may attend but are not eligible for stipends. To receive a stipend, the individual applies to the institution, not to the Office of Education.*

PART A—STATE PROGRAMS. Congress is being asked for a supplemental appropriation of $2 million to see Part A of Title V through its first fiscal year. Funds available thus far are limited to $5.4 million.

The Office has set no cutoff date, or deadline, for the submitting of State plans under this part of the Act, and plans are being processed as they come in.

Twenty-six States have submitted official plans. Seven of these have been approved; their shares of the funds now available are as follows (each State's allotment for the rest of this fiscal year of course will be increased to the extent that Congress appropriates supplemental funds):

Florida	$113,730	Oklahoma	$73,422
Illinois	275,639	Texas	301,019
Kansas	64,329	South Dakota	22,936
Missouri	123,094		

The 19 other official State plans are in various stages of the reviewing process, and many of these no doubt will have been approved by the time this issue comes off the press. They have been submitted by Alabama, Colorado, Connecticut, Idaho, Iowa, Kentucky, Louisiana, Maryland, Massachusetts, Montana, Nebraska, Nevada, New Mexico, New York, North Dakota, Oregon, Pennsylvania, South Carolina, and Tennessee. Each approved plan is considered to be effective as of the date when it was received in the Office in a substantially approvable form. Costs that the States may charge against their plans this fiscal year must have been incurred this year.

Part A of Title V, like Title III, is administered in the new branch in the Division of State and Local School Systems. It is assigned principally to the Guidance, Counseling, and Testing Section, headed by Frank L. Sievers, but the State plans and reports are reviewed in a section that serves both Titles III and V (see Title III).

PART B—INSTITUTES. Nineteen institutions of higher education have made preliminary agreements with the Commissioner of Education to operate federally financed counseling and guidance institutes this summer. On these the Government will spend an estimated $760,000 of the $2 million now available for fiscal year 1958–59 for this purpose.

But this is only part of what is contemplated with 1959 funds for Part B. The remaining $240,000, when augmented by a supplemental appropriation ($1 million has been asked for), will make it possible for the Commissioner to contract for at least 40 institutes to be held this summer. Approximately 200 universities and colleges have expressed interest in participating in the program.

The institutes vary in both length and approach, but all address themselves directly to the task of identifying talent in high school students. Most are at the graduate level, and most of the students who enroll will have at least a bachelor's degree. Each institute is described briefly here:

BOSTON UNIVERSITY, from July 13 to September 4, directed by Dugald S. Arbuckle, professor of education. Will stress practical experience for its counselors.

COLLEGE OF THE CITY OF NEW YORK, from July 1 to August 7, directed by Dorothy Davissebald, 6 hours graduate credit. Leaders of national repute will conduct courses in aptitude measurement. Guidance policies will be reviewed against today's needs.

KANSAS STATE TEACHERS COLLEGE, from June 8 to July 17, directed by E. G. Kennedy, director of guidance service, 6 hours graduate credit. Will use a committee of State and local educators to select the counselors who will participate in the institute.

LOYOLA UNIVERSITY, from June 29 to August 8, directed by Robert C. Nicolay, assistant professor of psychology, 6 hours graduate credit. Will be concerned especially with counselor needs in both private and public schools in the metropolitan area of Chicago.

MARSHALL COLLEGE (West Virginia), from June 29 to August 7, directed by Clarke F. Hess, 6 hours graduate credit. Will combine the facilities of the psychological clinic with those of the laboratory high school, to provide extensive practical experience.

MICHIGAN STATE UNIVERSITY, from August 3 to September 4, directed by Walter F. Johnson, professor in education, graduate credit given. Will provide more effective guidance, testing, and counseling techniques for both public and nonpublic school counselors.

PURDUE UNIVERSITY, from June 8 to July 31, with 9 semester hours credit. A special activity will be trips to colleges employing college-trained specialists, and visits to inspect high school guidance facilities.

TEMPLE UNIVERSITY, from June 29 to August 7, directed by Roy B. Hackman, professor of psychology, 6 semester hours credit. Will offer both theoretical and practical training in the interpretation and uses of tests as well as in general counseling techniques.

THE GEORGE WASHINGTON UNIVERSITY, from July 6 to August 14, directed by Dean Mitchell Dreese, 6 hours graduate credit. Expects to select its teacher counselors in cooperation with school superintendents and principals in the metropolitan area of Washington, D.C.

UNIVERSITY OF FLORIDA, from June 16 to August 7, directed by Ted Landsman, department of personnel services, 6 to 9 hours graduate credit. Plans to ask various community agencies to help identify able students.

UNIVERSITY OF KENTUCKY, from June 8 to July 31, directed by Marion R. Trabue, former dean, College of Education, Pennsylvania State University, 6 semester hours credit. Staff will be experienced members of college faculties who have specialized in testing, guidance, and counseling.

UNIVERSITY OF MINNESOTA, from June 15 to July 17 (applications and records required by April 1, participants notified by May 1), directed by Willis E. Dugan, professor of educational psychology. Plans to use counseling psychologists to help secondary-school counselors improve the quality of their help to students.

UNIVERSITY OF MISSOURI, from June 15 to August 7, directed by John L. Ferguson, College of Education, 8 hours graduate credit. Will emphasize the identifying of counselors skilled in recognizing talented students who probably should continue their education beyond high school.

UNIVERSITY OF PITTSBURGH, from June 22 to August 14, directed by John Geise, assistant chancellor for student affairs, graduate credit given. Will stress work in schools serving the industrial area of Greater Pittsburgh.

UNIVERSITY OF TOLEDO, from July 20 to August 28, directed by Robert Gibson, 7 semester hours credit. Will put special emphasis on counseling of parents. Plan of the institute was developed from information provided in an intensive cooperative survey of the secondary schools served by the University.

UNIVERSITY OF UTAH, 8 weeks, but exact dates still uncertain, directed by Phelon J. Melouf, 13 quarter hours graduate credit. Will put special emphasis on identifying and guiding youths who are potentially college material.

UNIVERSITY OF WYOMING, from July 15 to August 21, directed by Lyle L. Miller, 10 semester hours credit. Institute is planned primarily to give counselors now practicing in guidance programs in small schools an opportunity to upgrade themselves through intensive training.

WASHINGTON STATE COLLEGE, from June 15 to August 7, 10 semester hours credit, directed by Zeno B. Katterle, dean, School of Education. Will emphasize development of school and community leadership.

WAYNE STATE UNIVERSITY, from June 22 to August 15, 8 semester hours credit. Trainees will be selected from professional personnel in Detroit metropolitan area and southeastern Michigan.

A substantial part of each institute's budget will go for the stipends to public school personnel studying at the institute.

The Commissioner of Education administers Part B of Title V through the Counseling and Guidance Section of the Financial Aid Branch, Division of Higher Education. Ralph C. Bedell is the section chief.

TITLE VI Language Development

TITLE VI authorizes the Commissioner of Education to contract with institutions of higher education for two kinds of training programs in modern foreign languages. One is called an institute, *where teachers and prospective teachers of modern foreign languages in elementary and secondary schools can improve their qualifications. The other is called a* center, *where instruction is offered in certain important but rarely taught languages and in certain related fields. The Title also authorizes the Commissioner to do* research, *either directly or through contract, on the teaching of foreign languages: (1) to measure the needs for improvement, (2) to find better methods, and (3) to develop specialized materials.*

For institutes, the Act authorizes $7¼ million a year for 4 years. Federal funds can be used to pay the full operating costs of an institute, either short-term or full-term. Any person who teaches a modern foreign language—or is preparing to teach such a language—in a public elementary or secondary school is eligible to get a stipend of $75 a week, plus $15 for each dependent, while he attends. No tuition or other fees are charged eligible students. Teachers in nonpublic schools may attend but are not eligible for stipends.

For centers and research the Act authorizes up to $8 million a year for 4 years. For a center, the Federal Government will pay the sponsoring institution up to 50 percent of the cost of establishing and operating. To individuals studying to prepare themselves for college teaching or public service in one of the rarely taught languages, the Act provides for stipends and transportation.

PLANS have been completed for the opening of an 8-week language institute at the University of Colorado on June 22, 1959. Approximately 100 high school teachers of Spanish, French, and German will attend. The University already has announced that it will spend $10,000 to expand its language laboratory facilities to accommodate the institute.

Federal funds for this institute will amount to about $108,000, a little more than one-fourth of this year's initial appropriation of $400,000. Three more institutes—and these are now in the negotiating stages—will exhaust the remaining funds; but the Office has applied to Congress for a supplemental appropriation of $1.1 million, to make it possible for several other institutes to open this summer. Approximately 213 colleges and universities in 48 States, the District of Columbia, and Puerto Rico have expressed an interest in participating in the program. Interested institutions may submit official registration forms at any time: there is no deadline.

Regular-session institutes, running for a full academic year, will begin in the fall of 1959; but for the first year such institutes will be few and exploratory. Even thereafter the number is not expected to be large.

No contracts for centers have yet been negotiated,

chiefly because, for these programs, the Act has laid a prior responsibility on the Commissioner, namely, to determine which languages are the most "critical." To assist him in his determination, he has contracted with the American Council of Learned Societies to make a survey measuring the present and future needs of Government, business, industry, and education for languages now rarely taught. The Council reported its conclusions to the Commissioner the first week in February, and he is now making his decisions on what languages shall have top priority and what centers shall be the first to be contracted for. Contents of the Council's report will be announced shortly.

The Commissioner administers Title VI through the Section for Language Development in the Financial Aid Branch, Division of Higher Education. The section is directed by William R. Parker, Distinguished Service Professor of English at Indiana University, and his assistant, Kenneth W. Mildenberger, who is on leave from his position as associate secretary of the Modern Language Association and director of its foreign language program.

TITLE VII Communications Media

TITLE VII authorizes a total of $18 million over a 4-year period ($3 million in 1958–59 and $5 million in each of the next 3 years) for a program to get the schools closer to the best educational uses for television, radio, motion pictures, and related media. The program divides into 2 parts: Part A, which provides for research into these uses; and Part B, which provides for dissemination of information about these media to schools and colleges, including information about the research findings.

Research funds are available under the title not only to agencies, organizations, and groups, but to individuals, through either grants-in-aid or contracts. All applications for grants-in-aid and all proposals to enter into contract must be reviewed (and approval must be certified) by an advisory committee of 14 members.

NEARLY 200 research proposals met the deadline of February 1, 1959, for review by the Advisory Committee on New Educational Media at its second meeting, March 5 and 6. The Committee individually now are reviewing these proposals, together with evaluations of each proposal made by Office of Education specialists and consultants in various parts of the country. At the meeting, a number of these proposals will be certified for approval; and immediately thereafter the processes of making grants and contracts will begin. The proposals being considered come from institutions, agencies, organizations, and individuals in 34 States (five come from State departments of education):

Alabama	3	Maine	1	Ohio	16
Arizona	3	Maryland	4	Oklahoma	2
California	7	Massachusetts	3	Oregon	2
District of Columbia	5	Michigan	6	Pennsylvania	6
Florida	11	Minnesota	6	Tennessee	3
Georgia	2	Mississippi	1	Texas	11
Illinois	12	Missouri	7	Utah	2
Indiana	17	Montana	1	Vermont	3
Iowa	6	Nebraska	1	Washington	4
Kansas	4	New Jersey	3	West Virginia	2
Louisiana	1	New York	15	Wisconsin	6
		North Carolina	4		

At its first meeting, on December 15–16, the Committee considered chiefly questions of policy and overall objectives. One of its major actions at that time was to review and approve the Commissioner's proposal that the first steps be taken in the direction of making clear just what information resources are available with regard to the new educational media. To that end, it set aside $127,500 of the $500,000 initially appropriated for Title VII for six pilot projects to collect and disseminate information; thus, its first commitments of funds were to Part B of the Title.

Funds for these six projects, which will be carried out by institutions of higher education, agencies, organizations, and individuals under contract with the Commissioner of Education, will be divided about as follows:

$75,000 . . . . . Production and wide showing of a series of filmed reports on good teaching practices with the new media.

$12,500 . . . . . Conducting a small number of institutes and workshops.

$15,000 . . . . . Developing and publishing informational materials about educational practices with the new media.

$5,000 . . . . . A series of studies to determine ways and means of getting more adequate information about available audio-visual materials directly to teachers.

$5,000 . . . . . Preparing exhibits and displays for professional and public meetings.

$5,000 . . . . . A study of the possibilities for establishing a new educational media research information service within the Office of Education.

The Office estimates that a total of $1½ million is needed to carry work under Title VII through June 30, 1959, the end of its first fiscal year, and has therefore asked the Congress for a supplemental appropriation of $1 million.

The Commissioner administers Title VII through the Communications Media Research Branch, established last fall in the Division of Statistics and Research Services. The section is under the direction of Kenneth D. Norberg.

TITLE VIII Area Vocational Programs

TITLE VIII, which aims at alleviating the Nation's shortage of technicians, authorizes $15 million a year for 4 years for "area vocational education programs" of less-than-college grade. These programs will provide a much more highly technical kind of training than has generally been offered in vocational education programs at that level; they will prepare skilled workers for such fields as electronics, instrumentation, aviation and tool design.

To receive Federal funds for these programs, a State must submit a plan to the Commissioner of Education—a plan which actually is a new part of the vocational education plan it has already submitted under the George-Barden Act. Federal funds must be matched by State or local funds, dollar for dollar.

BY THE FIRST of February all but a few States had submitted plans, either tentative or official, for area vocational educational programs. There was no cutoff date to meet, and plans were processed as they came in. Thirty-eight States, the District of Columbia, Puerto Rico, and Hawaii had had their plans approved, and had been certified to receive payments on the first half of their allotment for the fiscal year ending June 30, 1959 (each State's plan is considered effective as of the date on which it was received in a substantially approvable form):

Alabama	$52,353.50	Missouri	$52,851.50
Arizona	9,215.00	Montana	10,098.50
California	85,225.00	Nebraska	21,721.00
Colorado	15,542.00	Nevada	8,613.50
Connecticut	16,410.50	New York	106,763.00
Delaware	8,613.50	Ohio	80,550.50
Florida	27,843.50	Oklahoma	33,410.50
Georgia	55,787.50	Oregon	19,123.50
Idaho	10,939.50	Pennsylvania	96,540.00
Iowa	43,063.00	South Carolina	38,349.00
Illinois	78,427.00	Tennessee	55,793.50
Indiana	48,870.50	Texas	93,560.00
Kansas	27,687.50	Utah	8,613.50
Kentucky	53,294.00	Vermont	8,613.50
Louisiana	37,096.00	Washington	26,071.00
Maine	11,532.00	Wisconsin	46,551.50
Maryland	22,446.00	Wyoming	8,613.50
Massachusetts	32,308.00	District of Columbia	9,234.00
Michigan	64,434.50	Hawaii	8,897.00
Minnesota	43,766.50	Puerto Rico	46,977.00
Mississippi	49,536.00		

On January 22 the Office held a conference in Washington of representatives of approximately 50 organizations to discuss Title VIII. Among the participants were representatives of professional organizations, persons now connected with going programs of technical training, and persons from military establishments and specific industrial fields in which technicians are needed. The objectives and procedures for the area vocational education programs were outlined; and the representatives of the organizations were requested to raise questions and make suggestions as to ways in which the programs could most effectively meet the Nation's needs for technicians to effectively meet the Nation's needs for technicians.

Thus far Title VIII has been administered in the office of the director of the Vocational Education Division; but a branch within that Division will eventually be established to administer the Title.

TITLE X Statistics About Education

THE ULTIMATE goal of Title X (Section 1009) is to improve educational statistics for the Nation as a whole. Beginning in the fiscal year that ends on June 30, 1959, and for 3 years thereafter it authorizes "such sums as Congress may determine" to help the States be more prompt, accurate, complete, and reliable in their collecting and disseminating of facts and figures about education.

To get a Federal grant under Title X a State must submit a plan to the Commissioner of Education, showing that its proposed program is either a new one or an expanded one. Each State is free to choose the shape and direction of its own improvement, as long as it fulfills the purpose of the Title. The top limit on what a State may receive in any one year is $50,000; and it must match each dollar with one of its own.

TWENTY-FIVE States have submitted plans to the Commissioner: 20 are official; 5, tentative. Ten of these plans have been approved. Together, the 10 States plan to expend $221,156 this fiscal year to match the $221,156 they have asked to receive from the Federal Government, making a total of $442,312 for improved statistical services before the year is out. Federal costs for each approved plan are estimated as follows:

Connecticut	$2,359.50	New York	$50,000.00
Florida	50,000.00	Oregon	8,152.00
Iowa	13,700.00	Pennsylvania	15,914.00
Nevada	5,000.00	Rhode Island	26,100.00
New Mexico	12,430.00	Texas	37,500.00

Plans submitted thus far vary widely in detail but all are strikingly similar in their major objectives. All, for instance, propose to evaluate their present statistical services to find the weak spots that need attention; and all call for the employing of staff well-trained in educational statistics. Most plans propose to install machinery to speed up the processing of data.

More plans are expected to arrive shortly; in a few days the number submitted is likely to reach 40. All States have expressed an interest in participating.

The Office estimates that at least $1 million is needed to carry Title X to June 30, 1959, and has asked Congress for $600,000 to supplement the initial appropriation of $400,000.

The Commissioner of Education administers Title X through the State School Systems Section of the Administration Branch, Division of State and Local School Systems. James E. Gibbs, Jr., is chief of the Section.

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